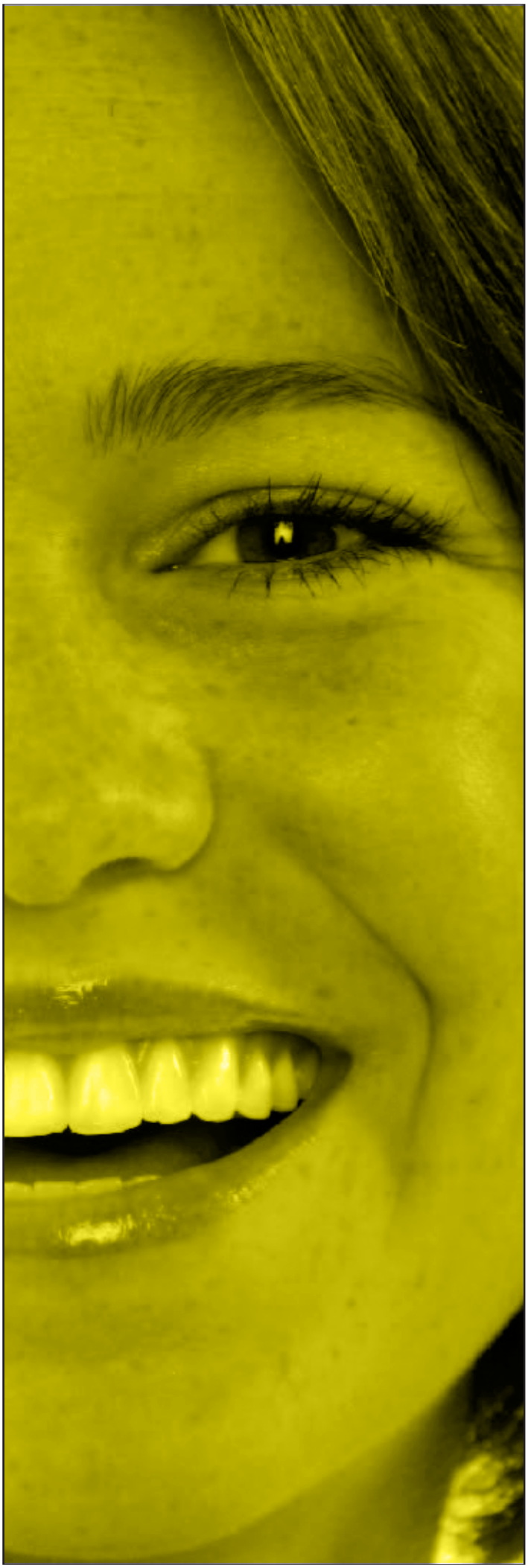


LONGITUDINAL SURVEYS OF AUSTRALIAN YOUTH

TECHNICAL REPORT 55

2006 cohort user guide

Longitudinal Surveys of Australian Youth

Longitudinal Surveys of Australian Youth (LSAY)

2006 cohort user guide

National Centre for Vocational Education Research

LONGITUDINAL SURVEYS OF
AUSTRALIAN YOUTH

TECHNICAL REPORT 55

Date created: January 2010
Last updated: March 2013
Version: 3.0

The views and opinions expressed in this document are those of NCVER and do not necessarily reflect the views of the Australian Government or state and territory governments.

Publisher's note

Additional information relating to this publication is available from NCVER's website <http://www.lsay.edu.au/publications/2258.html>.

© Commonwealth of Australia, 2013

With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <http://creativecommons.org/licenses/by/3.0/au> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <http://creativecommons.org/licenses/by/3.0/legalcode>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as NCVER 2013, *Longitudinal Surveys of Australian Youth (LSAY) 2006 cohort user guide*, NCVER, Adelaide.

This work has been produced by NCVER through the Longitudinal Surveys of Australian Youth (LSAY) Program, on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Department of Education, Employment and Workplace Relations.

TD/TNC 106.15

Published by NCVER
ABN 87 007 967 311

Level 11, 33 King William Street, Adelaide SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

P +61 8 8230 8400 **F** +61 8 8212 3436 **E** lsay@ncver.edu.au **W** <http://www.lsay.edu.au>

User guide updates

Date	Version	Update
March 2013	3.0	Updated for latest data release (wave 6, 2011).
January 2012	2.0	Updated for latest data release (wave 5, 2010). Added reference to newly released weighting technical paper. Added additional reference to PISA 2006 technical reports. Updated information relating to data archive; data now available from the Australian Data Archive (ADA) rather than the Australian Social Science Data Archive (ASSDA). Added information about population weights to table about variable naming conventions.
March 2011	1.1	Added information on LSAY website registration. Added information on wave 4 technical documentation. Corrected original population size from which sample was drawn from 234 490 to 234 940. Modified derived variable labels. Updated 'Appendix A: Updates to the Y06 dataset' to reflect changes to the latest version of the dataset.
June 2010	1.0	Original version of user guide.

Contents

Tables and figures 7
- Tables 7
- Figures 7

Background 8

Using this guide 9
- Registration 9

The Y06 cohort 10
- Technical documents: questionnaires, frequency tables and code books 10
- Cohort reports 11
- Other technical papers 11

Accessing the data 13
- Specific data requests 13
- LSAY data releases 13
- Data restrictions 14

Overview of the questionnaires 16
- Programme for International Student Assessment (PISA) 16
- Plausible values 17
- How do I use plausible values? 17
- The LSAY questionnaires 18

The LSAY data 19
- Topic areas 19
- Topic maps 21
- Data elements 22
- Variable listing/metadata workbook 23
- Variable selection 23

Variable naming conventions 25
- PISA variables 25
- LSAY standard variables 26
- LSAY non-standard variables 27

Derived variables 29

Sample and survey design 30
- Response rates 30
- Sources of error 30
  - Non-sampling error 31
    - Non-response 31
    - Weights 31
  - Sampling error 33
    - Standard errors 33

Confidence intervals 33
Relative standard errors 33
Examples 34
Classifications and code frames 35
Education 35
Occupation 36
Industry 36
Institution 36
Topic maps 37
Topic map 1: Demographics – Student 39
Topic map 2: Demographics – Parent 40
Topic map 3: Education – School 42
Topic map 4: Education – School transition 53
Topic map 5: Education – Post-school 55
Topic map 6: Employment – Current 63
Topic map 7: Employment – Job history and training 67
Topic map 8: Employment – Seeking employment 69
Topic map 9: Employment – Not in the labour force 71
Topic map 10: Social – Health, living arrangements and finance 72
Topic map 11: Social – General attitudes 76
Appendix A: Updates to the Y06 data file 82

Tables and figures

Tables

1 Technical documents 11

2 PISA technical documents 17

3 Topic maps 22

4 User guide data element documents 23

5 Summary of PISA variable naming conventions 26

6 Summary of LSAY non-standard variable naming conventions 27

7 Derived variables 29

8 Sample sizes and response rates: LSAY Y06 30

9 Weight variables 32

10 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y06 cohort in 2008 for a large sample (all respondents) 34

11 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y06 cohort in 2008 for a small sample (remote respondents) 34

12 Summary of classifications and code frames used in the LSAY Y06 dataset 35

13 Summary of changes made to the Y06 datasets 82

Figures

1 Cohort reports 11

2 LSAY hierarchical levels 19

3 Major topic area 1 — Demographics 20

4 Major topic area 2 — Education 20

5 Major topic area 3 — Employment 21

6 Major topic area 4 — Social 21

7 Identifying related topic areas 24

8 PISA variable naming convention 25

9 LSAY standard variable naming convention 27

Background

The Longitudinal Surveys of Australian Youth (LSAY) is a research program that tracks young people as they move from school into further study, work and other destinations. It uses large, nationally representative samples of young people to collect information about education and training, work and social development.

It includes surveys conducted from the mid-1970s through to the mid-1990s: the Youth in Transition (YIT) program; the Australian Longitudinal Survey (ALS); the Australian Youth Survey (AYS); and the current LSAY collection, which began in 1995.

Survey participants in the current LSAY collection (collectively known as a 'cohort') enter the study at age 15 years, or as was the case in earlier studies, when they were in Year 9. Individuals are contacted once a year for up to 12 years, but respondents can miss one survey wave and still remain in the survey. Studies began in 1995 (Y95 cohort), 1998 (Y98 cohort), 2003 (Y03 cohort), 2006 (Y06 cohort) and more recently in 2009 (Y09 cohort). About 14 000 students start out in each cohort.

Since 2003, the initial survey wave has been integrated with the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA).

The LSAY research program provides a rich source of information to enable a better understanding of young people and their transitions from school to post-school destinations; it also explores their social outcomes, such as wellbeing. Information collected as part of the LSAY program covers a wide range of school and post-school topics, including: student achievement, student aspirations, school retention, social background, attitudes to school, work experiences and what students do when they leave school.

LSAY is managed and funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), with support from state and territory governments. On 1 July 2007, the National Centre for Vocational Education Research (NCVER) was contracted to provide LSAY analytical and reporting services. NCVER is undertaking this service for the department in collaboration with the Australian National University's Social Policy Evaluation, Analysis and Research Centre (SPEAR).

Between 1995 and 2007 the LSAY analytical and reporting services were provided by the Australian Council for Educational Research (ACER) jointly with the Department of Education, Science and Training[1] (DEST).

More information can be obtained from the LSAY website, or by contacting the LSAY team at NCVER:

Toll free: 1800 825 233 Email: <lsay@ncver.edu.au>

Telephone: +61 8 8230 8400 Website: <www.lsay.edu.au>

Facsimile: +61 8 8212 3436

[1] Replaced in December 2007 by the Department of Education, Employment and Workplace Relations.

Using this guide

This *User guide* has been developed for users of the LSAY data. The guide endeavours to consolidate existing technical documentation and other relevant information into a single document, thereby improving data accessibility and promoting wider use of the LSAY data.

To promote effective use of the data, the guide aims to address all aspects of LSAY data, including information about: how to access the data, data restrictions, variable naming conventions, the structure of the data (using topic areas, topic maps and data elements), classifications and code frames used, weights and derived variables.

A series of additional documents (*Data elements A* to *D*) complement this *User guide*. Data elements represent variables that are common within and between waves. These documents contain information about the data elements, including the variables they cover, the valid values (or response options) for each variable and additional notes (where applicable). Information about the data elements documentation is contained in the section, 'The LSAY data', sub-section, 'Data elements'.

Users may also find the metadata workbook useful. The workbook provides a listing of all variables in the Y06 dataset, as well as basic information about each variable. Data can be filtered and inspected by wave/year, questionnaire section, topic area(s) and/or data element. See the section, 'The LSAY data', sub-section 'Variable listing/metadata workbook', for further information. The metadata workbook can be accessed at: <www.lsay.edu.au/publications/2258.html> under the 'supporting documents' tab.

If you have any feedback or issues finding the information you need in this guide, please do not hesitate to contact the LSAY branch at NCVER.

Toll free: 1800 825 233 Email: <lsay@ncver.edu.au>

Telephone: +61 8 8230 8400 Website: <www.lsay.edu.au>

Facsimile: +61 8 8212 3436

Registration

You need to register for the LSAY website to access LSAY resources and materials. Registration is free and gives you:

- web access to LSAY cohort reports, technical documents and questionnaires
- web access to the full text of LSAY research reports and briefing papers
- email alerts to keep you informed about the latest research and data releases from LSAY.

The following link can be used to register for the LSAY website:
<http://www.lsay.edu.au/subscribe.html>.

Further information about registering for the LSAY website can be found at:
<http://www.lsay.edu.au/newsevents/subscribe.html>.

The Y06 cohort

In 2006, a nationally representative sample of 14 170 students aged 15 years was selected to participate in the Programme for International Student Assessment (PISA), conducted by the Organisation for Economic Co-operation and Development (OECD). This sample became the fourth cohort of the LSAY program. This is referred to as the LSAY Y06 cohort.

The PISA sample was constructed by randomly selecting 50 students aged 15 years from a sample of schools designed to represent all states and sectors. In Australia, 356 schools and 14 170 students participated in PISA. Assessments in mathematical literacy, reading literacy and scientific literacy were administered in their schools to provide information on student achievement. Students also completed a background questionnaire about their families, their views on a range of science-related issues, the environment, educational and vocational plans, attitudes to school and learning, work experience, workplace learning, and part-time work.

In 2007, members of the Y06 cohort were contacted for their annual LSAY telephone interview (conducted by the Wallis Consulting Group) and have been contacted annually ever since. The questionnaire for their 2007 interview included questions on school, transitions from school, post-school education and training, work, job history, job search history, non-labour force activities, health, living arrangements and finance, and general attitudes. Subsequent surveys asked similar questions, but with the emphasis changing from school to post-school education, training and work, depending on the young person's circumstances.

Due to both population shifts over time and survey attrition, care needs to be taken when comparing individual waves of the cohort with other samples drawn from different populations. For example, it can be misleading to compare the LSAY Y06 wave 3 (2008) information with information about 17-year-olds from other surveys in the same year.

Prior to the development of this *User guide*, technical papers (including the questionnaire, frequency tables and code books) contained information about the Y06 cohort. Information from the technical papers has been consolidated in this *User guide* to provide a single source for Y06 technical information. These documents are discussed below.

Technical documents: questionnaires, frequency tables and code books

The following four questionnaire instruments were used in PISA 2006:

- the school questionnaire
- the student questionnaire
- the parent questionnaire
- the information communication technology questionnaire.

The parent and information communication technology questionnaires were offered as national options. The 2006 PISA questionnaires and code books are available from the OECD PISA website: <http://pisa2006.acer.edu.au/downloads.php>.

The LSAY technical documents include questionnaires, frequency tables and code books, and can be accessed at: <www.lsay.edu.au/data/31271.html>. The code books include the variable names,

formats and base populations for the Y06 dataset. From wave 4, the Y06 questionnaires and frequency tables will be available from the same location, but information usually contained in the code books will be updated to this *User guide* and its supporting documents. Table 1 provides a summary of the LSAY Y06 technical documents.

Table 1 Technical documents

Wave/year	Technical report/paper
Wave 1/2006	Technical report no. 42p (Preliminary codebook)
	Technical report no. 46*
Wave 2/2007	Technical report no. 47
Wave 3/2008	Technical report no. 52
Wave 4/2009	Technical paper no. 56
Wave 5/2010	Technical paper no. 62
Wave 6/2011	Technical paper no. 75

Note: * All 2006 PISA questionnaires are available from the OECD website: <http://pisa2006.acer.edu.au/ downloads.php>.

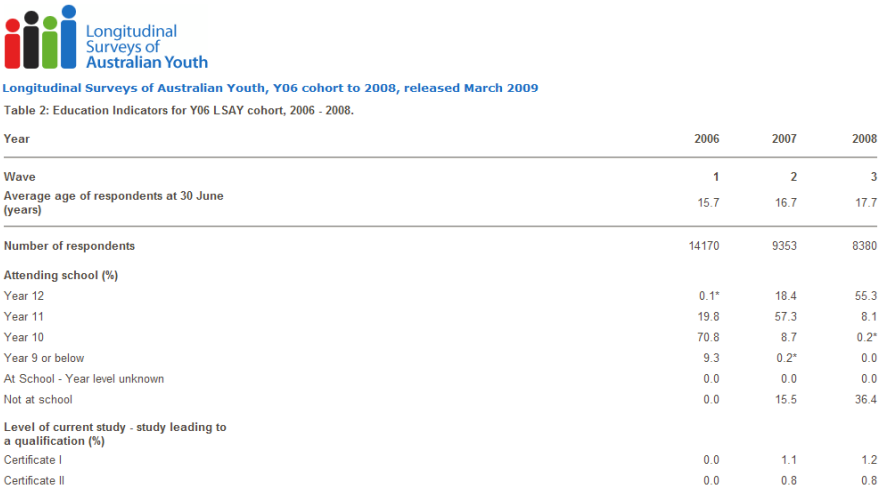
Cohort reports

The Y06 cohort reports provide a longitudinal snapshot of the activities of the Y06 cohort from 2006 to the latest survey wave. They are updated annually as new waves of data become available.

The content of the cohort reports focuses on the areas of educational attainment, employment, measures of engagement in study and work, and social outcomes. The cohort reports present a series of tables for each of the indicators. Each series of tables can be filtered by a range of demographic variables and be downloaded into Excel.

The Y06 cohort reports can be accessed at <http://www.lsay.edu.au/cohort/2006/101.html>, and are particularly useful for cross-validation for data users. See figure 1 for an illustration of the cohort reports.

Figure 1 Cohort reports


Longitudinal Surveys of Australian Youth

Longitudinal Surveys of Australian Youth, Y06 cohort to 2008, released March 2009

Table 2: Education Indicators for Y06 LSAY cohort, 2006 - 2008.

Year	2006	2007	2008
Wave	1	2	3
Average age of respondents at 30 June (years)	15.7	16.7	17.7
Number of respondents	14170	9353	8380
Attending school (%)			
Year 12	0.1*	18.4	55.3
Year 11	19.8	57.3	8.1
Year 10	70.8	8.7	0.2*
Year 9 or below	9.3	0.2*	0.0
At School - Year level unknown	0.0	0.0	0.0
Not at school	0.0	15.5	36.4
Level of current study - study leading to a qualification (%)			
Certificate I	0.0	1.1	1.2
Certificate II	0.0	0.8	0.8

Other technical papers

Other technical papers that may be useful include sampling and weighting methodology and the PISA technical reports, data analysis manuals and country reports.

Technical paper number 61, *Weighting the LSAY PISA cohorts*, can be accessed at: <http://www.lsay.edu.au/publications/2429.html**>.**

The PISA 2006 technical report, data analysis manuals and country report provide all the information required to understand the PISA 2006 data (contained in the first wave of the Y06 cohort) and to perform analyses in accordance with the complex methodologies used to collect and process the data.

- The *PISA 2006 technical report* is available from: <http://www.oecd.org/dataoecd/0/47/42025182.pdf>.
- The *PISA 2006 data analysis manual* (for both SAS and SPSS users) is available from: <http://www.oecd.org/document/38/0,3343,en_32252351_32236191_42609254_1_1_1_1,00.html>.
- The PISA 2006 country report (Australia): *Exploring scientific literacy: how Australia measures up* is available from: <http://www.acer.edu.au/documents/PISA2006_Report.pdf>.

Accessing the data

LSAY datasets are deposited annually with the Australian Data Archive (ADA) at the Australian National University in Canberra. Permission to use the data and access requirements are managed by the Australian Data Archive. Data access requires authorisation from the Data Archive Manager.

The data can be accessed by:

- completing the 'Application to access LSAY' restricted data form and the LSAY 'User undertaking' form, available from the Australian Data Archive LSAY information page: <http://www.ada.edu.au/longitudinal/lsay>
- returning the completed forms via email to the Australian Data Archive at <ada@anu.edu.au>.

Part of NCVER's role is to promote and encourage the use of the LSAY data. If you have any feedback or queries about the data and how to access it, please contact:

NCVER

Email: <lsayrequests@ncver.edu.au>

LSAY hotline: 1800 825 233

Australian Data Archive

email: <ada@anu.edu.au>

phone: 02 6125 2200

fax: 02 6125 0627

Specific data requests

A specific data request allows you to request specific tables and/or data analysis to be undertaken by NCVER without having to obtain full sets of the data. A specific data request can be made to <lsayrequests@ncver.edu.au>.

There are fees and charges applicable for all data requests that require more than one hour to prepare. Please refer to NCVER's policy on charging: <http://www.ncver.edu.au/statistic/21075.html#protocols>.

LSAY data releases

Information about the latest LSAY data releases is available from the LSAY website: <www.lsay.edu.au/data/latest.html>.

You may also request to be notified of recent LSAY releases, which include publications and data releases, by subscribing to NCVER's LSAY alert page at: <http://www.lsay.edu.au/subscribe.html>. For further information, see the section on 'Using this guide: registration'.

Data restrictions

Data use is restricted to research; data are not to be used for commercial or financial gain. In addition, LSAY data users must agree to refrain from reporting student achievement information by school sector for the Y03 and Y06 cohorts. This reflects permission requirements agreed at the time the data were collected.

Further conditions of use are outlined in the LSAY 'User undertaking' form, which is available from the ADA LSAY information page: http://www.ada.edu.au/longitudinal/lsay. The conditions of use are as follows:

1. Use of the material is restricted to statistical purposes. This means the user can only use the material to produce information of a statistical nature. Examples of such uses are:
    a. the manipulation of data to produce means, correlations or other descriptive summary measures
    b. the estimation of population characteristics from sample data
    c. the use of data as input to mathematical models and for other types of analyses (for example, factor analysis)
    d. the provision of graphical and pictorial representation of characteristics of the population or sub-sets of the population.
2. The material is not to be used for any non-statistical purposes, or for commercial or financial gain without the express written permission of the Australian Data Archive National Manager. Examples of non-statistical purposes include (but are not limited to):
    a. transmitting or allowing access to the data in part or whole to any other person, department, or organisation not a party to this undertaking
    b. attempting to match unit record data in whole or in part with any other information for the purposes of attempting to identify individuals.
3. Statistical tables, graphs etc. obtained from analysis of these data may be further disseminated, provided that the user:
    a. identifies the primary investigators, data series and version number, and data distributors by including the bibliographic reference for the data file
    b. acknowledges another archive where the data file is made available through the Australian Data Archive by another archive
    c. declares that those who carried out the original analysis and collection of the data bear no responsibility for the further analysis or interpretation of them.
4. Use of the material is solely at the user's risk and the user must indemnify the Australian Data Archive and the ADA consortium members (the Australian National University, the University of Melbourne, the University of Queensland, the University of Technology, Sydney and the University of Western Australia), the National Centre for Vocational Education Research (NCVER) and the Commonwealth of Australia against any liability, loss or expense incurred by the ANU, ADA, NCVER or Commonwealth arising from any action taken against

them resulting from unauthorised use or duplication of material, or any other breach of conditions set out in this undertaking.

5. The Australian National University, the Australian Data Archive, the National Centre for Vocational Education Research and the Commonwealth of Australia shall not be held responsible for the accuracy and completeness of the material supplied.

6. Where applicable:

    a. the user must draw the terms and conditions of the undertaking to the attention of persons within the department/organisation who shall make use of the material

    b. the Australian Data Archive and the ADA consortium members (the Australian National University, the University of Melbourne, the University of Queensland, the University of Technology, Sydney and the University of Western Australia), the National Centre for Vocational Education Research (NCVER) and the Commonwealth of Australia shall not be held liable for any breach of this undertaking.

7. LSAY student achievement information cannot be reported at the school sector aggregate for the LSAY 2003 and 2006 cohorts.

8. Where research findings based on LSAY are published, or otherwise placed in the public arena, the user must agree to provide the Australian Data Archive and the National Centre for Vocational Education Research with the bibliographic details and, where available, online links to any published work (including journal articles, books or book chapters, conference presentations, theses or any other publications or outputs) based wholly or in part on the material.

Overview of the questionnaires

Programme for International Student Assessment (PISA)

The first wave of the LSAY Y06 cohort was incorporated into the OECD's Programme for International Student Assessment, as was the case with the LSAY Y03 cohort. It is therefore important to understand the PISA 2006 dataset when using the LSAY Y06 cohort data. The following section briefly describes some of the nuances of the PISA dataset, but users are also encouraged to read the PISA technical documents as outlined in table 2.

As part of PISA 2006, students were assessed in mathematical literacy, reading literacy and scientific literacy to provide information on school achievement. Students also completed a background questionnaire about their families, their views on a range of science-related issues, the environment, educational and vocational plans, attitudes to school and learning, work experience, workplace learning, and part-time work. School principals were also asked to complete a questionnaire about their schools.

PISA 2006 covered three domains: reading literacy, mathematical literacy and scientific literacy. For each PISA data collection, one of these domains is chosen as a major domain, while the others are considered minor domains. A major domain is tested more thoroughly in the year of collection. The major domain for PISA 2006 was scientific literacy.

The PISA 2006 assessments consisted of a self-completion written test. Examples of items from the PISA 2006 assessment are available in *Assessing scientific, reading and mathematical literacy: a framework for PISA 2006* available at: <http://www.oecd.org/document/33/0,3343,en_32252351_32236191_37462369_1_1_1_1,00.html>.

This publication presents the guiding principles of the PISA 2006 assessment, which are described in terms of the content that students need to acquire, the processes that need to be performed, and the context in which knowledge and skills are applied. It also illustrates the assessment domains with a range of simple tasks.

Countries participating in PISA are able to introduce country-specific questions into PISA questionnaires, referred to as 'national options' questions. Examples of national options data items included in PISA 2006 administered in Australia include Indigenous status and participation in work experience. For this reason, in addition to the publicly available PISA international dataset, a separate national dataset is created for Australia that includes these national options questions. Some variables available from the international dataset are omitted from the national dataset (for example, country). In addition, some minor differences may exist between the two versions of the dataset, for example, the way missing or not applicable values have been assigned to observations, or whether the variables are in numeric or character format.

The PISA international student and school datasets are available from the OECD PISA database: <http://pisa2006.acer.edu.au/downloads.php>. LSAY data can be matched to the PISA international datasets by filtering for Australian records using the country identifiers (CNT, COUNTRY), and using student and school identifiers (STIDSTD and SCHOOLID).

It is recommended that data users wishing to make international comparisons using PISA data download the international dataset available from the OECD 2006 PISA international database located at: <http://pisa2006.acer.edu.au/downloads.php>.

Data users are encouraged to read the documents outlined in table 2 to better understand the PISA variables and data.

Plausible values

In PISA, student assessment is undertaken using 13 different test booklets, and students are randomly assigned one of the booklets. In order to counteract any biases resulting from the use of different text booklets, the OECD calculates plausible values. Plausible values allow for the fact that there is measurement error at the individual level (through differing questionnaires), and the determination of these plausible values takes this error into account.

For each student, five plausible values have been calculated for each of the three domains (reading, mathematics and science), and for five science sub-domains (interest in science, support for scientific enquiry, explaining phenomena scientifically, identifying scientific issues and using scientific evidence).

Data users are encouraged to read the documents outlined in table 2 to better understand the construction and use of plausible values in LSAY.

Table 2 PISA technical documents

Technical report/paper	Web address
PISA 2006 Data analysis manual	<http://www.oecd.org/document/38/0,3343,en_32252351_32236191_42609254_1_1_1_1,00.html>
PISA 2006 Technical report	<http://www.oecd.org/dataoecd/0/47/42025182.pdf>
PISA 2006 Australian country report: *Exploring scientific literacy – How Australia measures up*	<http://www.acer.edu.au/documents/PISA2006_Report.pdf>
The role of plausible values in large-scale surveys	<https://mypisa.acer.edu.au/images/mypisadoc/plausiblevaluesinsee.pdf>

How do I use plausible values?

Unbiased estimates of achievement will only be obtained if plausible values are incorporated appropriately. The following are some key points:

- Averaging plausible values over individuals will lead to biased estimates and incorrect standard errors.
- Analysis should be repeated for each plausible value (five times), and any subsequent estimate (for example, coefficients and/or standard errors) combined in an appropriate way to obtain population estimates.
- Plausible values are correlated within a domain, and, as such, an analysis may be undertaken using only a single plausible value, but being aware that standard errors may be incorrect.

Users are reminded that plausible values are not equivalent to the achievement scores in the Y95 and Y98 LSAY cohorts, nor are they equivalent to an individual's raw test scores.

The LSAY questionnaires

From 2007 (wave 2), students have been contacted annually by telephone and asked a range of questions across the following sections:

- Section A: School
- Section B: Transition from school
- Section C: Post-school study
- Section D: Work
- Section E: Job history
- Section F: Job search activity
- Section G: Not in the labour force
- Section H: Living arrangements, finance and health
- Section J: General attitudes.

The Y06 questionnaires can be accessed at: <www.lsay.edu.au/data/31271.html>. Table 1 provides a summary of the technical papers available.

The LSAY data

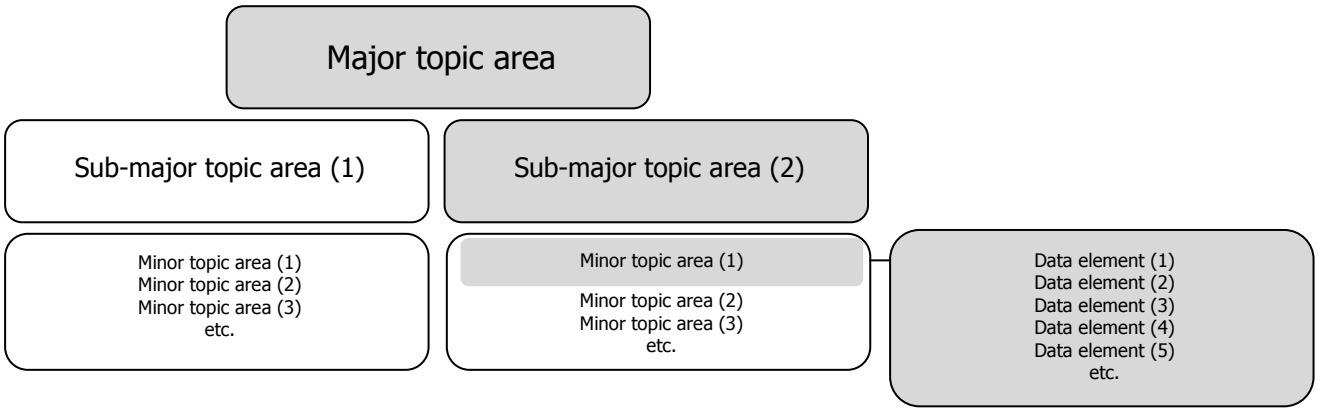
The LSAY datasets are large and particularly complex. About 700 variables are collected (on average) across each wave, culminating in almost 3000 variables across the entire dataset. To improve accessibility of the LSAY datasets, data have been grouped into common themes called 'topic areas'.

Topic areas

The topic areas comprise four hierarchical levels:

- *Major topic areas* are the broadest topic area. There are four major topic areas.
- *Sub-major topic areas* are subdivisions of the major topic areas. There are 11 sub-major topic areas.
- *Minor topic areas* are subdivisions of the sub-major topic areas. There are about 80 sub-major topic areas.
- *Data elements* are subdivisions of the minor topic areas. There are more than 900 data elements.

Figure 2 LSAY hierarchical levels



The four major topic areas are *Demographics*, *Education*, *Employment* and *Social*. The divisions of these major topic areas into sub-major topic areas and minor topic areas are illustrated in figures 3 to 6.

Figure 3 Major topic area 1 – Demographics

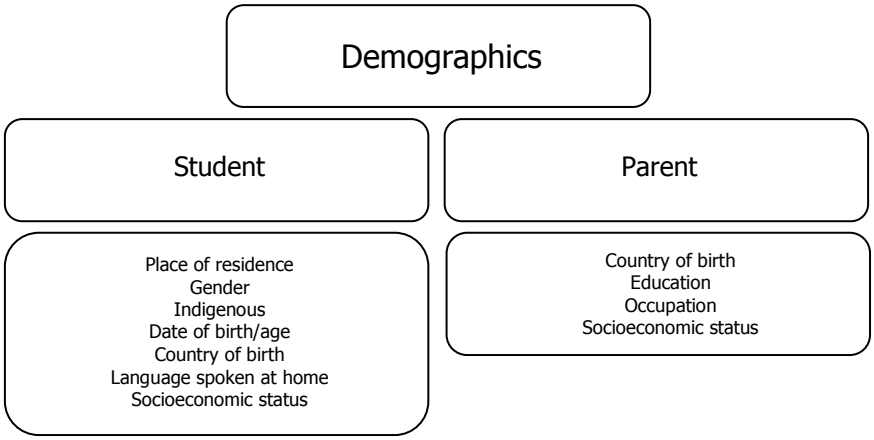


Figure 4 Major topic area 2 – Education

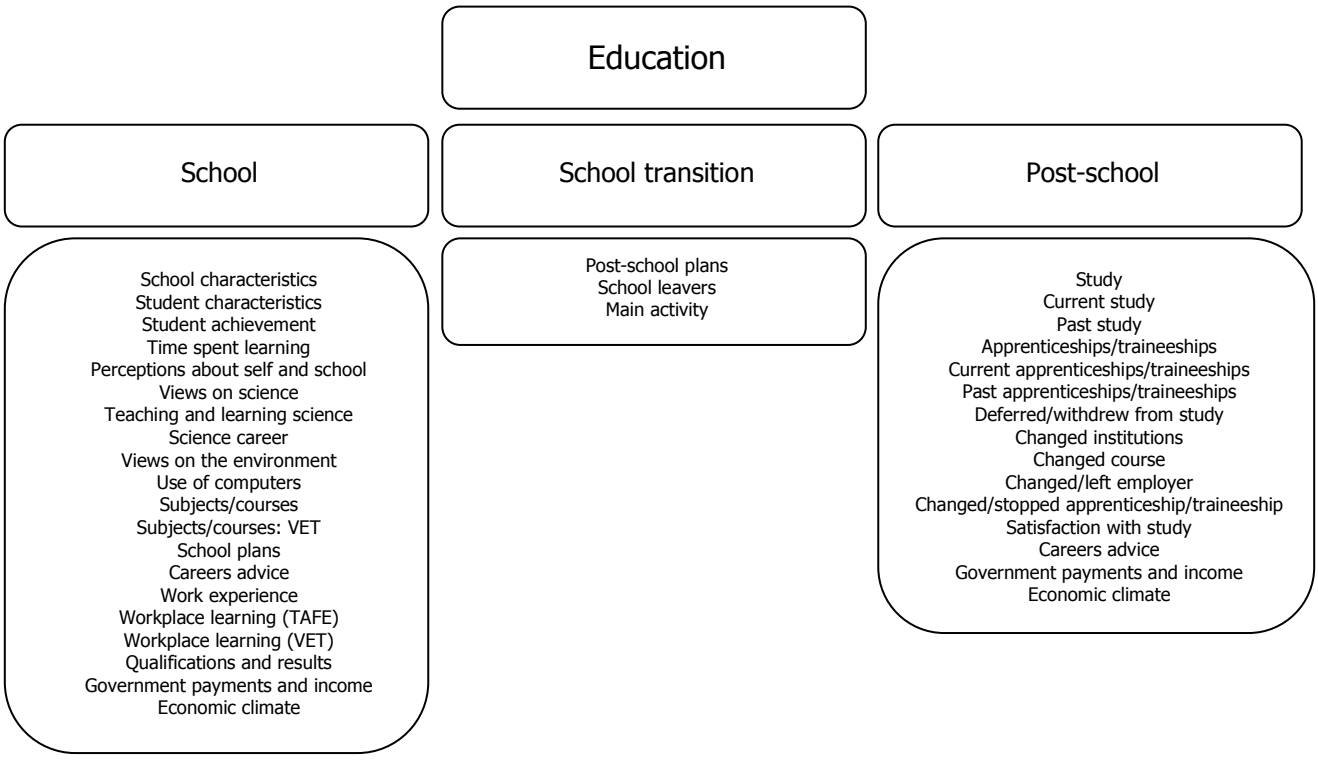


Figure 5 Major topic area 3 – Employment

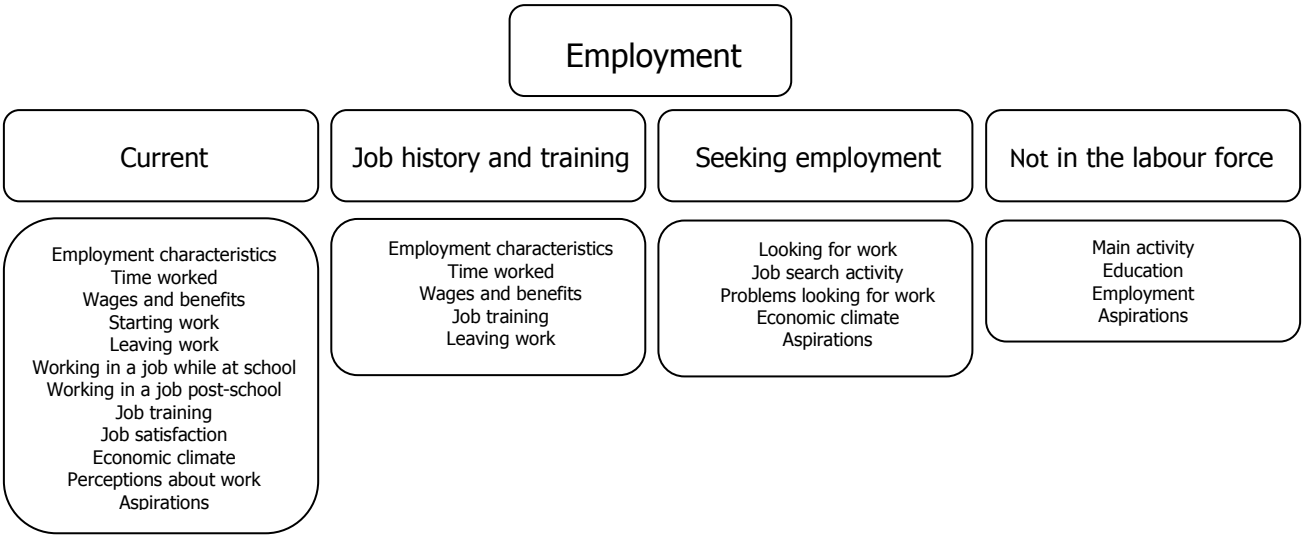
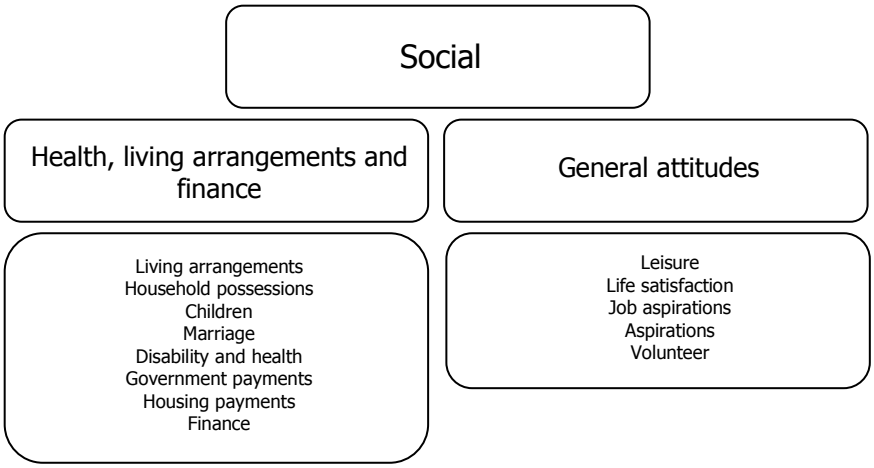


Figure 6 Major topic area 4 – Social



Topic maps

Topic maps have been developed for each of the 11 sub-major topic areas. The topic maps aim to improve accessibility of the LSAY data by linking common questions (or variables) within and between waves. These common variables are identified as *data elements*.

Topic maps by sub-major topic area can be found in the 'Topic maps' section of this *User guide*. A summary of the topic maps appears in table 3.

Table 3 Topic maps

Major topic area	Topic map	Sub-major topic area
Demographics	1	Student
	2	Parent
Education	3	School
	4	School transition
	5	Post-school
Employment	6	Current
	7	Job history and training
	8	Seeking employment
	9	Not in the labour force
Social	10	Health, living arrangements and finance
	11	General attitudes

Data elements

Data elements represent variables that are common within and between waves. In some instances, a data element may represent a single variable (when not collected across multiple waves). Information about each data element is contained in the supplementary sections (*Data elements A* to *D*) of this *User guide*. They can be accessed at: <www.lsay.edu.au/publications/2258.html> under the 'supporting documents' tab.

This series of data element documents are identified by their major and sub-major topic area. An overview of these data element documents is given in table 4.

For each data element, the following information is provided (where applicable):

- *Data element* — the data element name
- *Purpose* — the information provided by the data element
- *Variables* — the variable name(s) which correspond to this data element
- *Variable type* — whether the variable(s) is/are in numeric or character format
- *Variable label* — includes the question number (where applicable) and a short description of the variable(s)
- *Question* — the question wording for the variable(s)
- *Values* — the possible values the variable(s) can take and corresponding formats
- *Base population* — a description of and the syntax for the number of respondents required to answer the question
- *Notes* — other information.

Table 4 User guide data element documents

User guide	Major topic area	Sub-major topic area(s)
Part A	Demographics	Student Parent
Part B1	Education	School School transition
Part B2	Education	Post-school
Part C	Employment	Current Job history and training Seeking employment Not in the labour force
Part D	Social	Health, living arrangements and finance General attitudes

Variable listing/metadata workbook

To further assist in the use of the LSAY data, an Excel metadata workbook has been developed. It provides a complete listing of all the variables in the Y06 dataset, as well as information about each variable. The information contained in this workbook is similar to that contained in the topic maps and data elements documents, but can be manipulated using filters to search for and to group variables. Data can be filtered and inspected by wave/year, questionnaire section, topic area(s) and/or data element.

The metadata workbook can be accessed at: <www.lsay.edu.au/publications/2258.html> under the 'supporting documents' tab.

There are two worksheets included in the metadata workbook: *Variables* and *Values*. Both worksheets list each variable in the order it appears in the dataset. Major, sub-major and minor topic areas as well as data elements are provided for each variable. The wave/year, questionnaire section and variable label are also included (where applicable).

The first worksheet, *Variables*, includes the variable type, variable label, question (wording) and base population. The second worksheet, *Values*, lists each variable and the values that variable can take (where applicable).

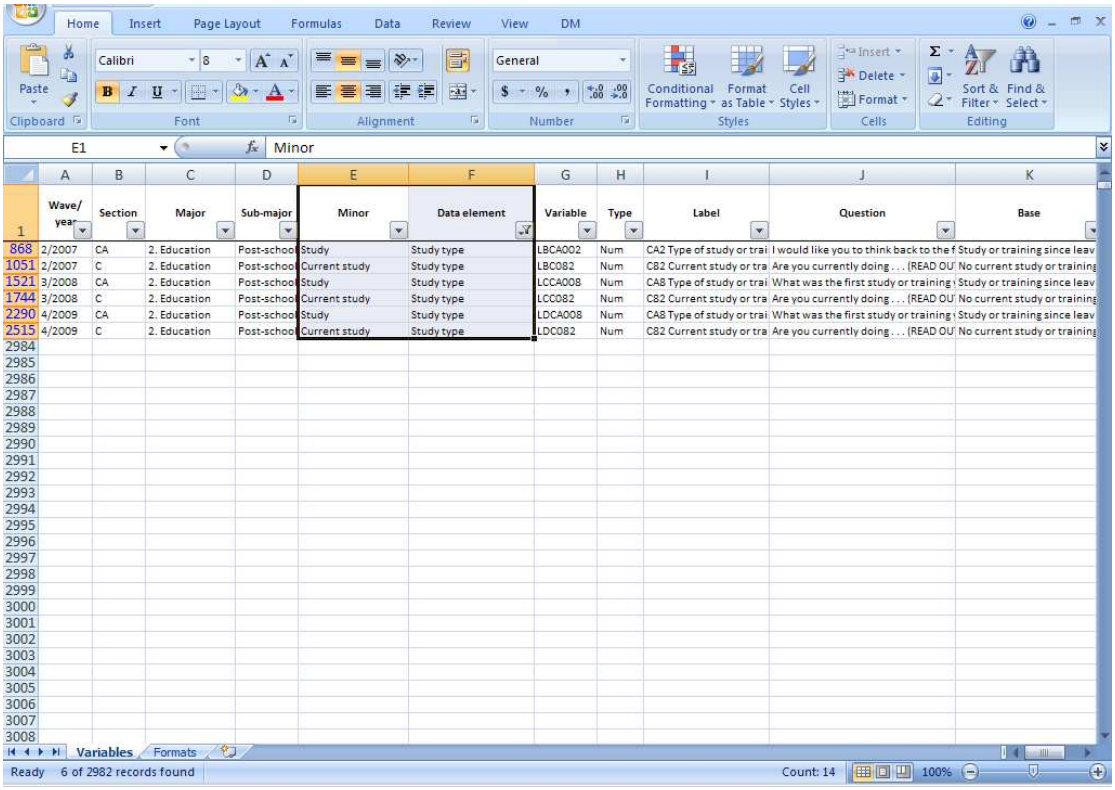
Variable selection

Not all variables assigned to a data element are directly comparable. Additional attributes such as question wording, values, classifications used and base populations must be considered when selecting variables and analysing the data.

Data elements have been created to assist in grouping, thereby simplifying variable selection. They are unique within a minor topic area but may not be unique across topic areas.

For example, the data element, *Study type*, exists under the major and sub-major topic area *Education: Post-school*. This data element appears under two different minor topic areas: *Study* and *Current study*. The *Study* minor topic area may include both past and current study (depending on the questionnaire sequencing). When identifying a data element and/or variable for use, it is important to consider other related data elements that may be located in a different topic area. This is illustrated in figure 7 using an excerpt from the metadata workbook.

Figure 7 Identifying related topic areas


Home
Insert
Page Layout
Formulas
Data
Review
View
DM
Paste
Calibri
General
Conditional Formatting
Format as Table
Cell Styles
Insert
Delete
Format
Sort & Filter
Find & Select
Clipboard
Font
Alignment
Number
Styles
Cells
Editing
E1
Minor
Wave/ year
Section
Major
Sub-major
Minor
Data element
Variable
Type
Label
Question
Base
868 2/2007 CA 2. Education Post-school Study Study type LBCA002 Num CA2 Type of study or trai I would like you to think back to the f Study or training since leav
1051 2/2007 C 2. Education Post-school Current study Study type LBC082 Num C82 Current study or tra Are you currently doing . . . (READ OU No current study or training
1521 3/2008 CA 2. Education Post-school Study Study type LCCA008 Num CA8 Type of study or trai What was the first study or training Study or training since leav
1744 3/2008 C 2. Education Post-school Current study Study type LCC082 Num C82 Current study or tra Are you currently doing . . . (READ OU No current study or training
2290 4/2009 CA 2. Education Post-school Study Study type LDCA008 Num CA8 Type of study or trai What was the first study or training Study or training since leav
2515 4/2009 C 2. Education Post-school Current study Study type LDC082 Num C82 Current study or tra Are you currently doing . . . (READ OU No current study or training
Variables
Formats
Ready
6 of 2982 records found
Count: 14
100%

To identify variables for analysis and to promote accurate variable selection, refer to the topic maps contained in the 'Topic maps' section. Relevant data elements can be identified by:

- navigating to a major topic area of interest (for example, *Education*)
- identifying a sub-major topic area of interest (for example, *Post-school [education]*)
- identifying a minor topic area of interest (for example, *Current study*)
- inspecting the data elements available within that minor topic area (for example, *Month started study*).

The number of times that data element appears within a wave is shown in the column corresponding to the particular wave.

Before using and/or analysing the variables/data elements selected, it is important to consider:

- variable attributes such as question wording, variable values, classifications used and base populations
- data elements which appear more than once in a wave
- data elements which appear more than once across waves (for longitudinal analysis)
- data elements of the same name across other topic areas (if applicable)
- other data elements that may be closely linked in a topic area or across other topic areas.

Variable naming conventions

PISA variables

PISA variables only exist in wave 1 of the Y06 cohort and have a separate variable naming convention. Naming conventions for different types of PISA variables are summarised in Table 5.

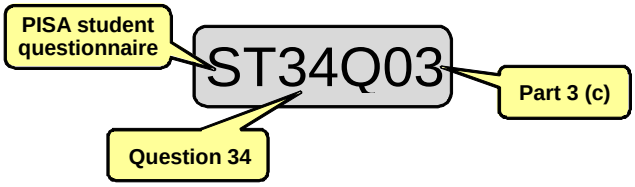
The student questionnaire instruments for PISA are comprised of the following two components:

- the student questionnaire (ST)
- the information communication technology questionnaire (IC).

Most PISA variables are named using the following convention: questionnaire component, question number, and question part (where applicable). For example, the variable:

- ST16Q01 is question number 16 from the student questionnaire
- ST34Q03 is question number 34 (part c) from the student questionnaire
- IC01Q01 is question number 1 from the information communication technology questionnaire.

Figure 8 PISA variable naming convention



Countries are also able to introduce country-specific questions in the PISA questionnaires, referred to as 'national options' questions. These are denoted by the character 'N' (for example, ST44N01), rather than the character 'Q'.

Plausible values are used to report student achievement in PISA. There are five plausible values for each of the domains and sub-domains[2] and the PISA student achievement variables take this information into account in the variable name. For example, the variable:

- PV1MATH points to the first plausible value in the maths domain
- PV4SCIE points to the fourth plausible value in the science domain
- PV1INTR points to the first plausible value in the first sub-domain: Interest in science
- PV3SUPP points to the third plausible value in the second sub-domain: Support for scientific inquiry.

Replicate weights have been used to estimate sampling variances for population estimates derived from a complex sample design. The weights are simply named chronologically from W_FSTR1 to W_FSTR80. The variable W_FSTUWT is the final student weight.

[2] The Australian PISA 2006 major assessment domains are reading, mathematics and science. The PISA 2006 science sub-domains are interest in science, support for scientific inquiry, explaining phenomena scientifically, identifying scientific issues, and using scientific evidence.

Detailed information about plausible values and replicate weights is available from the OECD PISA 2006 data analysis manuals located at: <http://www.oecd.org/document/38/0,3343,en_32252351_32236191_42609254_1_1_1_1,00.html >

Two types of indices are provided in the PISA dataset: simple indices and scale indices. Simple indices are constructed by arithmetically transforming or recoding one or more items, for example, age. Scale indices combine several answers provided by students or principals to build a broader, not directly observable, concept. For example, CULTPOSS is a student-level scale index derived from cultural possessions such as classic literature and books of poetry.

Simple and scale indices appear towards the end of the PISA data and tend to be descriptive rather than carrying a variable naming convention.

Table 5 Summary of PISA variable naming conventions

PISA variable	Examples of PISA variable names	Description
Standard variables	ST16Q01 IC05Q01 ST34Q03	The first two characters indicate the questionnaire instrument. The PISA questionnaire instruments are the student questionnaire (ST), and the information communication technology questionnaire (IC). The following two digits indicate the question number (e.g. ST16 is question 16 from the student questionnaire). The final three characters are the question part or sub-section. So ST34Q03 is part 3 of question 34 from the student questionnaire.
National options	ST46N01	The fifth character 'N' (rather than 'Q') indicates that the question is a national options question (i.e. a national not international question).
Student achievement/ plausible values	PV1SCIE PV1INTR PV4SUPP	The first two characters 'PV' indicate the variable is a plausible value. The next character indicates whether it is the first plausible value up to the fifth plausible value. The next four characters indicate the domain or sub-domain. PV1SCIE indicates that the variable is a science domain, while PV1INTR indicates that the variable is from the 'interest in science' science sub-domain. *For further information on plausible values, see section,* 'Overview of the questionnaires: Plausible values'.
PISA weights	W_FSTR1 W_FSTR80 W_FSTUWT CNTFAC_E CNTFAC_N	Replicate weights are identified using the characters 'W_FSTR' followed by a chronological number. W_FSTUWT is the final student weight. CNTFAC are country weight factors for equal weights (CNTFAC_E) and normalised weights (CNTFAC_N). *For further information on PISA weights, see the* PISA 2006 Data analysis manual.
Indices	AGE HISCED CULTPOSS	Student and school-level simple and scaled indices tend to be descriptive rather than adopting a naming convention.

LSAY standard variables

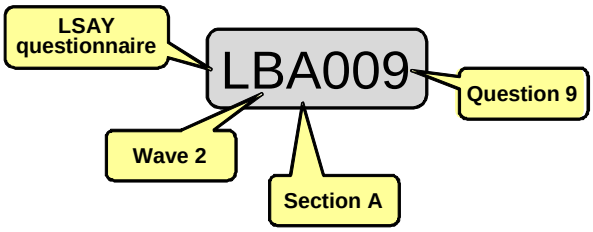
Most variable names are constructed using four pieces of information: the questionnaire instrument, the survey wave, the questionnaire section and the question number.

The character 'L' is used to identify the survey instrument, where L represents the LSAY survey instrument (as opposed to the PISA survey instrument). A wave identifier is used to identify the survey wave from wave 2 (when the LSAY survey instrument is first used). The second survey wave is allocated a B, the third survey wave is allocated a C, etc. The section identifier is used to identify the section of the questionnaire. The question identifier is used to identify the question number.

For example, the variable LBA009 refers to:

- the LSAY survey instrument, denoted by the first character 'L'
- wave 2, denoted by the second character 'B'
- section A, denoted by the third character 'A
- question 9, denoted by the last three characters '009'.

Figure 9 LSAY standard variable naming convention



LSAY non-standard variables

There are a series of other variables that do not take the standard variable naming convention mentioned above. These variables are summarised in the following table.

Table 6 Summary of LSAY non-standard variable naming conventions

Non-standard variable	Examples of non-standard variable names	Description
Demographics	INDIG	Some demographic variables, such as Indigenous status, tend to be descriptive rather than carrying a naming convention.
School characteristics	STATE SECTOR	School characteristics, such as state of the school and school sector, tend to be descriptive rather than carrying a naming convention.
Derived variables	XLFS2007 XCEL2008	Derived variables have been constructed across all waves to summarise key information such as labour force status and current education level. *For further information about derived variables see the section,* 'Derived variables'.
IN flag	IN2006 IN2008	IN flags have been created for each survey year to indicate whether a respondent participated in the survey in that year. If the value of the IN flag is equal to 1, this indicates that the respondent participated in the survey for that year. IN flag variables are denoted by the two characters 'IN' followed by four digits for the survey year.
Interview dates	LBWID LBWIM LBWIY INTDAT09 INTSAS09	Day of interview, month of interview, and year of interview are collected each survey year and consolidated into an interview date variable. Interview date variables use the same variable naming convention for the first two characters, followed by the two characters 'WI', and then 'D' for day of interview, 'M' for month of interview, or 'Y' for year of interview. The INTDAT and INTSAS variables are the consolidated interview date variables (in both character and SAS® date format respectively), followed by two digits for the survey year.
Postcode	PC2008 PC2009	Respondents' home postcodes are indicated by the first two characters 'PC' followed by the year of interview.

Non-standard variable	Examples of non-standard variable names	Description
Sample and derived items	LBWSAM01 LDWSAM07 LDWDV01	Sample and derived items look at information from surveys of previous years. They have been created to enable more efficient and effective direction of questions. For example, the variable LDWSAM07 looks at whether the respondent had a job at the previous interview. Questions about whether respondents have the same job as reported at their last interview would only be asked of those who were recorded as being employed at the previous interview. Sample items are denoted by: ▪ the first character 'L' (to indicate the LSAY survey instrument was used) ▪ followed by the wave identifier (A to F) ▪ followed by the character 'W' ▪ followed by the characters 'SAM', or 'DV' for items derived by the field contractor ▪ followed by two digits denoting the sample/derived item.
Weights	WT09GEN ACH09WT WT2009 WT09GEN_P ACH09WT_P WT2009_P	Weight variables are denoted by the two characters 'WT', either at the beginning or end of the variable name. Two sets of weight variables are produced: the first reproduces the sample sizes in each wave, and the second (denoted by '_P') reproduces the population size at each wave. *For further information about weights see section,* 'Weights' *in the chapter* 'Sample and survey design'.

Derived variables

A series of derived variables has been developed to simplify use of the LSAY data and provide useful measures/indicators for analysis. The derived variables focus on the areas of educational attainment, employment, measures of engagement in study and work, and social indicators. Table 7 summarises the series of derived variables available on the Y06 dataset.

Derived variables are denoted by the character X, followed by three characters uniquely identifying the derived variable, followed by four digits for the survey year.

Detailed technical documentation outlining how the variables are derived as well as their properties is forthcoming and will be linked to this document when it becomes available. In the meantime, data users can request further information about the derived variables from NCVER via email: <lsay@ncver.edu.au>.

Table 7 Derived variables

Indicators	Derived variable	Variable name
Education	Current school level	XCSL*YYYY*
	Current qualification level	XCEL*YYYY*
	Highest school level completed	XHSL*YYYY*
	Highest qualification level completed	XHEL*YYYY*
	Study status in VET	XVET*YYYY*
	Study status in bachelor degree or higher	XBAC*YYYY*
	Full-time or part-time study status	XFTS*YYYY*
	Completed Year 12 or certificate II or higher	X122*YYYY*
	Completed Year 12 or certificate III or higher	X123*YYYY*
Employment	Labour force status	XLFS*YYYY*
	Full-time or part-time employment status	XFTP*YYYY*
	Permanent or casual employment	XEMP*YYYY*
	Status in apprenticeship/traineeship	XATR*YYYY*
	Job mobility during last year	XMOB*YYYY*
	Occupation (1 digit ANZSCO first edition)	XOCC*YYYY*
	Average weekly pay	XWKPY*YYYY*
	Average hourly pay	XHRP*YYYY*
	Average weekly hours worked	XHRS*YYYY*
	Any spell of unemployment during the year	XUNE*YYYY*
	In full-time employment or full-time education	XFTE*YYYY*
Social	Marital status	XMAR*YYYY*
	Living with parent(s)	XATH*YYYY*
	Living in own home	XOWN*YYYY*
	Number of dependent children	XCHI*YYYY*

Sample and survey design

In 2006, a nationally representative sample of 15-year-old students was selected to participate in PISA conducted by OECD; 14 170 students were selected. The initial LSAY survey wave (wave 1) for 2006 was integrated with PISA, and this group of young people became the fourth LSAY cohort.

The 2006 PISA sample comprised 356 schools from all states and territories. This sample was designed to be representative of students across Australia, using state/territory, school sector and region (metropolitan or non-metropolitan) as strata. Within each school, 50 students aged 15 years were selected at random. In schools with fewer than 50 students, all 15-year-olds were selected. Smaller jurisdictions and Indigenous students were oversampled to ensure that reliable results could be produced by state and Indigenous status.

These students were contacted in 2007 to undertake follow-up telephone interviews as part of the LSAY program. This interview collected further information on the respondent's school experience, school and post-school intentions, school leavers and their transitions from school, post-school study, employment, living arrangements, finance, health and general attitudes. Since 2007, respondents have been contacted annually using computer-assisted telephone interviews (CATI).

Further information about the survey design for PISA 2006 can be found from the:

- *PISA 2006 Technical report* which can be accessed at: <http://www.oecd.org/dataoecd/0/47/42025182.pdf>
- PISA 2006 Australian country report: *Exploring scientific literacy: how Australia measures up* which can be accessed at: <http://www.acer.edu.au/documents/PISA2006_Report.pdf>.

Response rates

Table 8 shows the sample sizes and response rates for each wave of the LSAY Y06 cohort from 2006.

Table 8 Sample sizes and response rates: LSAY Y06

	Wave/year					
	1/2006	*2/2007*	*3/2008*	*4/2009*	*5/2010*	*6/2011*
Age at 30 June (years)	15.7	16.7	17.7	18.7	19.7	20.7
Sample size (n)	14 170	9 353	8 380	7 299	6 316	5 420
% of wave 1	100	66.0	59.1	51.5	44.6	38.2
% of previous wave	na	66.0	89.6	87.1	86.5	85.8

Sources of error

Estimates based on sample surveys have two major sources of error: non-sampling and sampling error. A brief description of the two types and an outline of what can be done to overcome the effects of these errors are given below.

Non-sampling error

Non-sampling error arises from inaccuracies in collecting, recording and processing the data. Some common examples of non-sampling error include: non-response, incorrect responses, missing responses, and interviewer and processing error. Non-sampling error can be accounted for, in part, by using weighted estimates to adjust for non-response. However, there are no statistical measures to accurately adjust for other types of non-sampling error. Nevertheless, other types of non-sampling error can be minimised through good questionnaire design, training and monitoring of interviewers, the use of computer-assisted interviews and effective data-checking and processing procedures.

Non-response

All surveys suffer from error related to non-response. Non-response is a form of non-sampling error that can be taken into account in the analysis of survey data. There are typically two forms of survey non-response:

- *Item non-response* occurs when a respondent does not answer all the questions in the survey.
- *Unit non-response* occurs when not all respondents answer the survey due to, for example, refusal to participate, or inaccurate contact details.

Item non-response can be minimised with the use of CATI, which can forward-feed information from previous interviews. Item non-response is generally treated using imputations. There are currently no imputed data for missing values in LSAY. However, data users can apply a number of techniques to help make the data more complete. The use of statistical modelling techniques, such as Multiple Imputation (MI), allows data users to estimate item non-response, along with their respective standard errors.

Unit non-response (also called attrition) can lead to biased population estimates and incorrect standard errors, particularly if certain groups of the sample drop out at differing rates. Survey attrition is counteracted by attempting to maximise the year-on-year response rate, appropriate statistical modelling techniques, and/or the application of appropriate survey weights.

Weights

In order for the LSAY sample to more accurately represent the population of Australian 15-year-olds in 2006, the collected sample must be weighted to account for differences in the sampling distributions from the original population distribution that may have arisen during the sampling process.

In 2010, NCVER reviewed the weighting methodology used for the Y03 cohort. As a result of this review, a logistic regression approach to weighting has been adopted. This methodology is consistent with the approach taken to calculate the Y06 weights. These weights are provided in the datasets deposited with the ADA, alongside the previous version of the weights (denoted by an '_X' at the end of the weight variable name).

Further detailed information regarding the current weighting methodology used is available from technical paper number 61, *Weighting the LSAY PISA cohorts* which can be accessed at: <http://www.lsay.edu.au/publications/2429.html>.

There are two weighting procedures applied to the LSAY data:

1. *Sample weights* reflect the original sample design and ensure that the sample matches the population distribution from which the original sample was drawn. In the Y06 cohort, two sampling weights have been created. The first weights sum to the sample size for that given wave. For example, the sample weights add to 14 170 in wave 1, 9353 in wave 2, etc. In the second set of weights, the sum of the weights equals the original population from which the sample was drawn (234 940). Students from states and territories with smaller numbers of 15-year-olds are over-sampled and students from jurisdictions with larger numbers of 15-year-olds are under-sampled. In order for the sample to more accurately represent the population of Australian 15-year-olds, the sample is weighted so that sample sizes within strata are proportional to the original population sizes of the states and territories (that is, strata).
2. *Attrition weights* are used to address unit non-response by ensuring that the distribution of the sample matches the distribution of the sample population. Attrition weights used in LSAY account for wave-on-wave attrition from the first wave.

In calculating attrition weights, a non-response analysis was undertaken to determine the factors that contributed to attrition. The use of attrition weights ensures that distributions in each wave match those obtained in PISA (for the factors identified as contributing to attrition). Logistic regressions have been used to calculate attrition weights. The response variable of whether or not a respondent replied to the survey in a given year was regressed against a series of factors that may contribute to non-response. The inverse of the predicted probability of responding then forms the attrition weights.

The final LSAY weights for each wave combine both the sample and attrition weights. Two sets of final weights are produced. The first reproduces the sample sizes in each wave, and the second reproduces the population size (234 940) at each wave. In both cases, the distributions in each wave match those obtained in the original population.

Users must be aware that bias resulting from survey attrition may not be fully accounted for in the weighting strategies used. To allow users to determine the effectiveness of the attrition weights, data in the cohort report demographic tables are presented both weighted and unweighted. The Y06 cohort reports can be accessed at: <http://www.lsay.edu.au/cohort/2006/101.html>. Researchers are encouraged to determine their own weighting or analysis methodology to counteract attrition; this may include using methods of multiple imputations for missing values.

Table 9 shows the three different types of available weights and the variable naming convention for each, where *YY* or *YYYY* denotes the survey year at two or four digits respectively. Weights that sum to the population size are denoted by '_P' at the end of the weight variable.

Table 9 Weight variables

Weight	Variables	Sum
Sample weight	WTYYGEN	Sample size in YY
Sample weight (N)	WTYYGEN_P	Population size (234 940)
Attrition weight	ACHYYWT	Sample size in YY
Attrition weight (N)	ACHYYWT_P	Population size (234 940)
Final weight	WTYYYY	Sample size in YYYY
Final weight (N)	WTYYYY_P	Population size (234 940)

Sampling error

Users of the LSAY data must consider the size of the sampling error when deriving or interpreting estimates obtained from LSAY. Sampling error arises because estimates are obtained from the use of a sample rather than from measuring the entire population. It is possible to select many different individual samples from a single population; each of these would provide a different population estimate. An estimate obtained from a sample is subject to sample-to-sample variation (sampling error). In random (probability) sampling, the size of the sampling error (for a given sample) is measured using the standard error of the estimate.

It is important that users take into consideration the reliability of estimates obtained from survey data. Standard errors, confidence intervals and relative standard errors (RSEs) can be calculated to determine the reliability of the estimate(s).

The greatest contributor to standard error is the sample size. Small sample sizes generally result in higher standard errors and wider confidence intervals. The RSE enables a comparison of the accuracy between two different estimates. An estimate with a high RSE or wide confidence interval should be used with caution, and users are advised against relying on estimates obtained from sample sizes of fewer than five, or estimates that have an RSE of greater than 25%.

Standard errors

The standard error of an estimate indicates the accuracy to which that estimate approximates the true population parameter. There are multiple methods for calculating the standard errors in complex surveys. One method commonly used is the Taylor series expansion.[3] This technique has been applied to obtain estimates of standard errors for the LSAY cohort reports. These standard errors can then be used to calculate confidence intervals and relative standard errors.

Confidence intervals

The confidence interval is an interval estimate of the population parameter. Sample estimates which have high standard errors will have wide confidence intervals.

The mathematical derivation of a 95% confidence interval for a proportion is:

$$\hat{p} \pm 2 \times se(\hat{p})$$

where $\hat{p}$ is the estimate obtained from the sample, and $se(\hat{p})$ is the standard error of the estimate (typically obtained from a statistical analysis package).

Relative standard errors

The relative standard error (RSE) is a standardised measure that enables the comparison between different estimates in terms of their reliability. The RSE is derived by dividing the standard error of the estimate by the estimate itself, expressed as a percentage:

$$RSE(\hat{p}) = \frac{se(\hat{p})}{\hat{p}} \times 100$$

[3] For further information on this technique, users should consult William Cochran, *Sampling techniques*, 3rd edn, John Wiley and Sons, New York, 1977, sections 11.18, 11.19, 11.20.

Examples

Consider the following estimates of highest school level completed (XHSL2008) to 2008 taken from the Y06 cohort reports. In this example, estimates obtained from a large sample are compared with estimates obtained from a small sample. Table 10 presents the highest school level for all respondents (large sample), while table 11 presents the highest school level obtained for those from remote areas (small sample).

Table 10 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y06 cohort in 2008 for a large sample (all respondents)

Year level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	1660	19.8	0.52	2.63	18.78	20.82
Year 11	5266	62.8	0.65	1.04	61.53	64.07
Year 10	1411	16.8	0.54	3.21	15.74	17.86
Year 9 or below	43	0.51	0.11	21.44	0.29	0.73
Total	**8380**	**100**				

Table 11 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y06 cohort in 2008 for a small sample (remote respondents)

Year level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	72	42.1	5.96	14.16	30.42	53.78
Year 11	76	44.6	6.02	13.49	32.80	56.40
Year 10	23	13.2*	3.68	27.88	5.99	20.41
Year 9 or below	1	0.12**	0.12	100.56	-0.12	0.35
Total	**172**	**100**				

Notes: * Estimate has a relative standard error greater than 25%.
** Estimate has a sample size of fewer than five.

Using this example, we see the estimate for all respondents who finished Year 12 is 19.8%, with an RSE of 2.63%. The estimate for remote respondents who finished Year 12 is 42.1%, with an RSE of 14.16%. Both estimates have an RSE of less than 25%, so are considered reliable; however, the estimate for remote respondents is much less reliable than the estimate for all respondents, given that the RSE for remote respondents (14.16%) is considerably higher than the RSE of all respondents (2.63%).

In addition, we would not recommend using estimates obtained from respondents who have only completed Year 10 or Year 9 or below (for rural respondents), as the RSEs are higher than 25%.

The interpretation of the confidence intervals for all respondents (table 10) is: we are 95% confident that the true population estimate of Year 12 completion lies between 18.78 and 20.82%.

Classifications and code frames

There are a number of variables contained in the LSAY datasets that are coded using standard classifications. The information for these variables is collected using open-ended questions, and verbatim responses are recorded. These responses are then coded using standard classifications.

The details of these classifications are not provided in the data elements documents because they are very lengthy and can be summarised in a variety of ways. This section provides a summary of the classifications and code frames used for each survey wave and references the relevant classifications and code frames.

Table 12 Summary of classifications and code frames used in the LSAY Y06 dataset

Wave/year	Education	Occupation	Industry	Institution
1/2006	ISCED 97	ISCO 88 ANZSCO 1st edition	Not applicable	Not applicable
2/2007	ASCED	ANZSCO 1st edition	ANZSIC 2006	Institution code frame
3/2008	ASCED	ANZSCO 1st edition	ANZSIC 2006	Institution code frame
4/2009	ASCED	ANZSCO 1st edition	ANZSIC 2006	Institution code frame
5/2010	ASCED	ANZSCO 1st edition	ANZSIC 2006	Institution code frame

Notes: ISCED – International Standard Classification of Education
ASCED – Australian Standard Classification of Education
ISCO – International Standard Classification of Occupations
ANZSCO – Australian and New Zealand Standard Classification of Occupations
ANZSIC – Australian and New Zealand Standard Industrial Classification.

Education

The International Standard Classification of Education (ISCED) 1997 is used to code parental education levels and expected student educational levels in the first wave of the 2006 cohort as part of PISA.

The ISCED has the following categories:

- ISCED 1 (primary education)
- ISCED 2 (lower secondary e.g. up to Year 10)
- ISCED 3B or 3C (vocational/pre-vocational upper secondary e.g. Year 11 with Certificate III)
- ISCED 3A (upper secondary e.g. Year 12)
- ISCED 4 (non-tertiary post-secondary e.g. certificate IV)
- ISCED 5B (vocational tertiary e.g. diploma)
- ISCED 5A or 6 (theoretically oriented tertiary and postgraduate e.g. bachelor degree, postgraduate degree).

Further information about ISCED is available at:
<http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC>.

The Australian Standard Classification of Education[4] (ASCED) is used to code the area of study from wave 2 (2007).

Occupation

The International Standard Classification of Occupations (ISCO) 88 is used to code parental occupation and expected student occupation in the first wave of the 2006 cohort as part of PISA.

Further information about ISCO is available at:
<http://www.ilo.org/public/english/bureau/stat/isco/isco88/index.htm>

The Australian and New Zealand Standard Classification of Occupations[5] (ANZSCO) first edition is used to code (the remaining) occupational data from waves 1 to 4 (2006—09). This includes the 'national options' questions asked at wave 1 as part of PISA.

Industry

The Australian and New Zealand Standard Industrial Classification[6] (ANZSIC) 2006 is used to code industries for all waves of the 2006 cohort.

Institution

Non-standard institution code frames have been developed specifically for LSAY to enable consistent coding of education institutions. The code frame incorporates information about the institution campus and uses six digits to code institutions (including campus) from wave 2 (2007).

The institution code frames can be accessed at: <www.lsay.edu.au/publications/2258.html>.

[4] ABS (Australian Bureau of Statistics), *Australian Standard Classification of Education (ASCED)*, cat.no.1272.0, Canberra, 2001.
[5] ABS, *Australian and New Zealand Standard Classification of Occupations*, 1st edn, cat.no.1220.0, ABS, 2006.
[6] ABS, *Australian and New Zealand Standard Industrial Classification,* cat.no.1292.0, Canberra, 2006.

Topic maps

The following series of topic maps list the data elements for each sub-major topic area by minor topic area. The digits within the tables indicate the:

- survey waves in which this data element exists
- number of times the data element appears within a wave. This is equivalent to the number of variables that correspond to the data element in a single wave.

'Topic map 1: Demographics — Student' contains demographic information relating to respondents' place of residence, gender, Indigenous status, date of birth and age, country of birth, language spoken at home, and socioeconomic status.

'Topic map 2: Demographics — Parent' contains demographic information relating to the country of birth, occupation and education levels of a respondent's mother and father.

'Topic map 3: Education — School' contains school education information relating to respondents' school characteristics, student characteristics, reasons for attending their school, extracurricular activities, student achievement, perceptions about self and school, views on science, use of computers, time spent learning, study plans, careers advice, work experience, workplace learning, subjects and courses undertaken, qualifications and results, and receipt of government payments.

'Topic map 4: Education — School transition' contains school transition information about intentions and reasons for leaving school, post-school plans, and school leavers' main activity since leaving school.

'Topic map 5: Education — Post-school' contains post-school education information relating to study (including current and past study, apprenticeships and traineeships), qualifications obtained, reasons for withdrawing/deferring from study, changes in study status and/or details (including changes to course, institution, employer, and apprentice or traineeship), satisfaction with study, careers advice, perceptions about post-school study, and government payments and income.

It is worth noting that within the following minor topic areas:

- 'Study' may refer to past and/or current study as well as apprenticeships and traineeships (for some waves).
- 'Current study' may refer to apprenticeships and traineeships (for some waves).
- 'Past study' may refer to apprenticeships and traineeships (for some waves).
- 'Apprenticeship/traineeships' may refer to past and/or current apprenticeships (for some waves).

'Topic map 6: Employment — Current' contains the respondents' current employment including: employment characteristics, time worked, wages and benefits, when started and left work, reasons for leaving work, employment while at school, post-school employment, job training, and job satisfaction.

'Topic map 7: Employment — Job history and training' contains respondents' job history and training information (including any other employment currently undertaken by the respondent) relating to employment characteristics, time worked, wages and benefits, job training undertaken, reasons for leaving work, and perceptions about work.

'Topic map 8: Employment — Seeking employment' contains information about respondents' job-seeking behaviour, including whether they were looking for work, job search activity details and problems looking for work.

'Topic map 9: Employment — Not in the labour force' contains respondents' main activity while not in the labour force and their intentions for seeking employment or commencing study.

'Topic map 10: Social — Health, living arrangements and finance' contains information about respondents' living arrangements, household possessions, children, marriage, disability and health (including associated funding), government payments, housing payments and financial circumstances.

'Topic map 11: Social — General attitudes' contains information about what respondents do in their leisure time, their life satisfaction, job and life aspirations, and any volunteer work undertaken.

Topic map 1: Demographics – Student

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Place of residence	State		1	1	1	1	1
	Postcode		1	1	1	1	1
Gender	Gender	1	1				
Indigenous status	ATSI	1					
Date of birth/ age	Age	1					
	Date of birth: Month	1					
	Date of birth: Year	1					
	Date of birth	1					
	Date of birth: SAS date	1					
Country of birth	Country of birth	1					
	Country of birth: Other	1					
	Country of birth: All	1					
	Immigration status	1					
	Immigration status: Australian definition	1					
	Age of arrival	1					
Language spoken at home	Language spoken at home	2					
	Language spoken at home: Other	1					
	Language spoken at home: All	1					
Socioeconomic status	Respondent's ISEI score	1					
	Cultural possessions (index)	1					
	Educational resources (index)	1					
	Household possessions (index)	1					
	Wealth (index)	1					
	Economic social and cultural status (index)	1					

Topic map 2: Demographics – Parent

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Country of birth	Mother's country of birth	1					
	Mother's country of birth: Other	1					
	Mother's country of birth: All	1					
	Father's country of birth	1					
	Father's country of birth: Other	1					
	Father's country of birth: All	1					
Occupation	Mother's occupation (ISCO)	1					
	Mother's occupation: White/blue collar classification	1					
	Mother's occupation: Science-related	1					
	Mother works in job/business		1				
	Mother works full/part-time		1				
	Mother's occupation (ANZSCO)		1				
	Mother's main activity: Other		1				
	Father's occupation (ISCO)	1					
	Father's occupation: White/blue collar classification	1					
	Father's occupation: Science-related	1					
	Father works in job/business		1				
	Father works full/part-time		1				
	Father's occupation (ANZSCO)		1				
	Father's main activity: Other		1				
	Parents' occupation: White/blue collar classification	1					
	Parents' occupation: Science-related	1					
Education	Mother's schooling	1					
	Mother's qualifications: Post-secondary training certificate	1					
	Mother's qualifications: Post-secondary training qualification	1					
	Mother's qualifications: University	1					
	Mother's highest education level (ISCED)	1					

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Mother's qualifications: Post-secondary qualification		1				
	Mother's qualifications: Post-secondary qualification (type)		1				
	Father's schooling	1					
	Father's qualifications: Post-secondary training certificate	1					
	Father's qualifications: Post-secondary training qualification	1					
	Father's qualifications: University	1					
	Father's highest education level (ISCED)	1					
	Father's qualifications: Post-secondary qualification		1				
	Father's qualifications: Post-secondary qualification (type)		1				
	Parents' highest education level (ISCED)	1					
	Parents' highest education level (years)	1					
Socioeconomic status	Mother's ISEI score	1					
	Father's ISEI score	1					
	Parents' ISEI score	1					

Topic map 3: Education – School

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
School characteristics	Geographic location	1					
	School state	1	1	2	2	1	1
	School sector	1	1	1	1		
	School postcode	1					
	School identifier	1					
	School offers IB		1	1	1		
Student characteristics	At school		1	2	2	2	2
	At school (at last interview)			1	1	1	1
	Year level	1	1	1	1		1
	Study program	1					
	Student identifier	2					
	ISCED level	1					
	ISCED program	1					
	ISCED orientation	1					
	Studying for IB	1	1	2	1		
	Changed schools		1	1	1		
	Changed schools: Month		1	1	1		
	Changed schools: Year		1	1	1		
	Current school level (derived variable)	1	1	1	1	1	1
Student achievement	Plausible value in maths	5					
	Plausible value in reading	5					
	Plausible value in science	5					
	Plausible value in interest in science	5					
	Plausible value in support for scientific inquiry	5					
	Plausible value in explaining phenomena scientifically	5					
	Plausible value in identifying scientific issues	5					
	Plausible value in using scientific evidence	5					

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Time spent learning	Science	3					
	Maths	3					
	Language	3					
	Other	3					
	Out-of-school	6					
Perceptions about self and school	Importance: Science	1					
	Importance: Maths	1					
	Importance: English	1					
	Subject: English	1					
	Subject: Maths	1					
	Subjects: Overall	1					
	Life at school	30					
	Coping		6				
Views on science	Science enjoyment	5					
	Science self-efficacy	8					
	Science value	10					
	Science activities	6					
	Science information source: Photosynthesis	6					
	Science information source: Continents	6					
	Science information source: Genes	6					
	Science information source: Soundproofing	6					
	Science information source: Climate change	6					
	Science information source: Evolution	6					
	Science information source: Nuclear energy	6					
	Science information source: Health	6					
	Science interest	8					
	Science enjoyment (index)	1					
	Science self-efficacy (index)	1					
	Science value (index)	1					
	Science activities (index)	1					

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Science interest (index)	1					
	Science personal value (index)	1					
Teaching and learning science	Course: Science	4					
	Course: Biology	4					
	Course: Physics	4					
	Course: Chemistry	4					
	Teaching and learning	17					
	Motivation	5					
	Self-concept	6					
	Teaching and learning: Applications (index)	1					
	Teaching and learning: Hands-on (index)	1					
	Teaching and learning: Interaction (index)	1					
	Teaching and learning: Investigations (index)	1					
	Motivation (index)	1					
	Self-concept (index)	1					
Science career	Usefulness	4					
	Knowledge	4					
	Future	4					
	Knowledge (index)	1					
	Usefulness (index)	1					
	Future (index)	1					
Views on the environment	Informed	5					
	Information source: Air pollution	6					
	Information source: Energy shortages	6					
	Information source: Extinction	6					
	Information source: Forest clearing	6					
	Information source: Water shortages	6					
	Information source: Nuclear waste	6					
	Concern	6					

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Future	6					
	Responsibility	7					
	Informed (index)	1					
	Concern (index)	1					
	Future (index)	1					
	Responsibility (index)	1					
Use of computers	Used computer	1					
	How long used computers	1					
	Use computer at home	1					
	Use computer at school	1					
	Use computer other places	1					
	Frequency	11					
	How well	16					
	Frequency: Internet/entertainment use (index)	1					
	Frequency: Programs/software use (index)	1					
	How well: High-level tasks (index)	1					
	How well: Internet tasks (index)	1					
Subjects/ courses	English		1	1	1		
	English subject		4	4	4		
	LOTE		1	1	1		
	LOTE subject		4	4	4		
	Maths		1	1	1		
	Maths subject		4	4	4		
	Science		1	1	1		
	Science subject		4	4	4		
	Business		1	1	1		
	Business subject		4	4	4		
	Humanities/SOSE		1	1	1		
	Humanities/SOSE subject		4	4	4		
	Arts		1	1	1		
	Arts subject		4	4	4		
	Health/PE		1	1	1		

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Health/PE subject		4	4	4		
	Computing		1	1	1		
	Computing subject		4	4	4		
	Home Economics		1	1	1		
	Home Economics subject		4	4	4		
	Technology		1	1	1		
	Technology subject		4	4	4		
	Other		1	1	1		
	Other subject		4	4	4		
Subjects/ courses: VET	VET subjects	1	1	1	1		
	Number of VET subjects		1	1	1		
	Awarded VET certificate			1	1		
	VET subjects part of apprenticeship/traineeship	1	1	1	1		
	VET subjects at school		1	1	1		
	VET subjects at TAFE		1	1	1		
	VET subjects at other training organisation		1	1	1		
	TAFE subjects	1					
	TAFE subjects part of apprenticeship/traineeship	1					
	English subject is VET		4	4	4		
	LOTE subject is VET		4	4	4		
	Maths subject is VET		4	4	4		
	Science subject is VET		4	4	4		
	Business subject is VET		4	4	4		
	Humanities/SOSE subject is VET		4	4	4		
	Arts subject is VET		4	4	4		
	Health/PE subject is VET		4	4	4		
	Computing subject is VET		4	4	4		
	Home Economics subject is VET		4	4	4		
	Technology subject is VET		4	4	4		
	Other subject is VET		4	4	4		
School plans	Plan to complete Year 12	1	1	1	1		

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Careers advice	Talked to careers guidance officer		1	1	1		
	Talked with person in desired job		1	1	1		
	Questionnaire		1	1	1		
	Read information		1	1	1		
	Visited workplace		1	1	1		
	University information session		1	1	1		
	TAFE information session		1	1	1		
	Careers expo/fair		1	1	1		
	Used internet site/computer program		1	1	1		
	Group discussion		1	1	1		
	Other careers advice		1				
	Most useful careers advice		1	1	1		
	Talked with family			1	1		
	Talked with friends			1	1		
	Usefulness: Talked to careers guidance officer		1	1	1		
	Usefulness: Talked with person in desired job		1	1	1		
	Usefulness: Questionnaire		1	1	1		
	Usefulness: Read information		1	1	1		
	Usefulness: Visited workplace		1	1	1		
	Usefulness: University information session		1	1	1		
	Usefulness: TAFE information session		1	1	1		
	Usefulness: Attended careers expo/fair		1	1	1		
	Usefulness: Used internet site/computer program		1	1	1		
	Usefulness: Group discussion		1	1	1		
	Usefulness: Other careers advice		1				
	Usefulness: Talked with family			1	1		
	Usefulness: Talked with friends			1	1		
	Taught to develop formal study plan		1	1	1		
	Taught to develop formal study plan (at school)		1	1	1		
	Taught to develop formal study plan (by family)		1				

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Taught to develop formal study plan (by myself)		1				
	Taught to develop formal study plan (by career expos/advisors)		1				
	Taught to develop formal study plan (by other source)		1				
	Taught to develop formal study plan (by social/community workers)		1				
	Taught to develop formal study plan (by the Job Guide)		1				
	Taught to develop formal study plan (by the media)		1				
	Taught to develop formal study plan (through education)		1				
	Taught to develop formal study plan (by friend/acquaintances)		1				
	Taught to develop formal study plan (by recruitment/employment agencies)		1				
	Taught to write resume		1	1	1		
	Taught to write resume (at school)		1	1	1		
	Taught to write resume (by family)		1				
	Taught to write resume (by myself)		1				
	Taught to write resume (by career expos/advisors)		1				
	Taught to write resume (by other source)		1				
	Taught to write resume (by social/community workers)		1				
	Taught to write resume (by the Job Guide)		1				
	Taught to write resume (by the media)		1				
	Taught to write resume (through education)		1				
	Taught to write resume (by friend/acquaintances)		1				
	Taught to write resume (by recruitment/employment agencies)		1				
	Taught to prepare for job interview		1	1	1		
	Taught to prepare for job interview (at school)		1	1	1		

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Taught to prepare for job interview (by family)		1				
	Taught to prepare for job interview (by myself)		1				
	Taught to prepare for job interview (by career expos/advisors)		1				
	Taught to prepare for job interview (by other source)		1				
	Taught to prepare for job interview (by social/community workers)		1				
	Taught to prepare for job interview (by the Job Guide)		1				
	Taught to prepare for job interview (by the media)		1				
	Taught to prepare for job interview (through education)		1				
	Taught to prepare for job interview (by friend/acquaintances)		1				
	Taught to prepare for job interview (by recruitment/employment agencies)		1				
	Taught to find age-suitable jobs		1				
	Taught to find age-suitable jobs (at school)		1				
	Taught to find age-suitable jobs (by family)		1				
	Taught to find age-suitable jobs (by myself)		1				
	Taught to find age-suitable jobs (by career expos/advisors)		1				
	Taught to find age-suitable jobs (by other source)		1				
	Taught to find age-suitable jobs (by social/community workers)		1				
	Taught to find age-suitable jobs (by the Job Guide)		1				
	Taught to find age-suitable jobs (by the media)		1				
	Taught to find age-suitable jobs (through education)		1				
	Taught to find age-suitable jobs (by friend/acquaintances)		1				

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Taught to find age-suitable jobs (by recruitment/employment agencies)		1				
	Taught to find information about post-study jobs		1				
	Taught to find information about post-study jobs (at school)		1				
	Taught to find information about post-study jobs (by family)		1				
	Taught to find information about post-study jobs (by myself)		1				
	Taught to find information about post-study jobs (by career expos/advisors)		1				
	Taught to find information about post-study jobs (by other source)		1				
	Taught to find information about post-study jobs (by social/community workers)		1				
	Taught to find information about post-study jobs (by the Job Guide)		1				
	Taught to find information about post-study jobs (by the media)		1				
	Taught to find information about post-study jobs (through education)		1				
	Taught to find information about post-study jobs (by friend/acquaintances)		1				
	Taught to find information about post-study jobs (by recruitment/employment agencies)		1				
	Helped to develop formal plan					1	
	Helped to make career decision					1	
	Helped to make subject/course decision					1	
	Helped to prepare to apply for job					1	
	Helped to prepare post-school study application					1	
Work experience	Work experience	1	1				
	Work experience in year 9 or 10					1	1
	Work experience (undertaken)		1				
	Number of days	1	1				
	Teaches what work is really like	1	1				

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Teaches about people	1	1				
	Teaches about instructions	1	1				
	Teaches about thinking for self	1	1				
	Teaches about confidence	1	1				
	Teaches about job skills	1	1				
	Teaches about work conditions	1	1				
	Teaches about your future career	1	1				
Workplace learning (TAFE)	Workplace learning	1					
	Number of days (planned)	1					
	Number of days (actual)	1					
	Teaches what work is really like	1					
	Teaches about people	1					
	Teaches about instructions	1					
	Teaches about thinking for self	1					
	Teaches about confidence	1					
	Teaches about job skills	1					
	Teaches about work conditions	1					
	Teaches about your future career	1					
Workplace learning (VET)	Workplace learning	1	1	1	1		
	Workplace learning (undertaken)		1	1	1		
	Number of days (planned)	1					
	Number of days (actual)	1					
	Number of days		1	1	1		
	Teaches what work is really like	1	1	1	1		
	Teaches about people	1	1	1	1		
	Teaches about instructions	1	1	1	1		
	Teaches about thinking for self	1	1	1	1		
	Teaches about confidence	1	1	1	1		
	Teaches about job skills	1	1	1	1		
	Teaches about work conditions	1	1	1	1		
	Teaches about your future career	1	1	1	1		
Qualifications and results	Awarded certificate			1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Received any other certificate			1	1	1	1
	Certificate name			1	1	1	1
	Received (state specific) score			1	1	1	1
	Result known			1	1	1	1
	Result given			1	1	1	1
	Result			1	1	1	1
	Highest school level completed (derived variable)	1	1	1	1	1	1
	Completed Year 12 or certificate II or higher (derived variable)	1	1	1	1	1	1
	Completed Year 12 or certificate III or higher (derived variable)	1	1	1	1	1	1
Government payments and income	Receive Youth Allowance/ABSTUDY		1	1	1		
	Fortnightly Youth Allowance/ABSTUDY payment		1	1	1		
	Stay on at school without Youth Allowance/ABSTUDY		1	1	1		
Economic climate	Stay on at school				1		
	Study plans				1		
	Subjects/courses				1		

Topic map 4: Education – School transition

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Post-school plans	Student plans	1	1				
	Student plans (immediate)			1	1		
	Student plans (eventual)			1	1		
	Parents' plans	1					
	Friends' plans	1					
	Study plans	1	1	1	1		
	Study plans (type)		1	1	1		
	Study plans (timeframe)			1	1		
	Influence: Family			1	1		
	Influence: Friends			1	1		
	Influence: School teachers			1	1		
	Influence: Media			1	1		
	Influence: Career advisors			1	1		
	Influence: Information from employers			1	1		
	Influence: Jobs/school work experience			1	1		
School leavers	Left school before completing Year 12		1	1	1	1	1
	Month left school		1	1	1	1	1
	Year left school		1	2	2	2	2
	Year level left school		1	2	2	2	2
	Feelings about having left school		1	1	1	1	1
	Main activity		1	1	1	1	1
	Prepared to make decisions about future career		1	1	1	1	1
	Reason: Have job/apprenticeship		1	1	1	1	1
	Reason: To get job/apprenticeship		1	1	1	1	1
	Reason: Not good at school		1	1	1	1	1
	Reason: Study/training not available		1	1	1	1	1
	Reason: Didn't like school		1	1	1	1	1
	Reason: Financially difficult		1	1	1	1	1
	Reason: Teachers		1	1	1	1	1
	Reason: Earn own money		1	1	1	1	1
	Reason: Parents		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Reason: Subjects/courses not available at school		1	1	1		
	Reason: Year 12 wouldn't help get a job		1	1	1	1	1
	Reason: Year 12 wouldn't help with further study/training		1	1	1	1	1
	Reason: Main reason		1	1	1	1	1
	Received study/training advice: University				1	1	1
	Received study/training advice: TAFE				1	1	1
	Received study/training advice: Other educational organisation				1	1	1
	Received study/training advice: None					1	1
	Study/training advice: On-campus (university)				1	1	1
	Study/training advice: On-campus (TAFE)				1	1	1
	Study/training advice: On-campus (other)				1	1	1
	Study/training advice: Mentoring				1	1	1
	Study/training advice: Summer school/short course				1	1	1
	Study/training advice: Staff/student visit				1	1	1
	Study/training advice: Youth Allowance				1	1	1
	Main reason returned to school			1	1	1	1
Main activity	Main activity				1	1	1

Topic map 5: Education – Post-school

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Study	Study status (at last interview)			1	1	1	1
	Still studying		4	6	6	6	6
	Confirmation of study			1	1	1	1
	Confirmation of deferred study			1	1	1	1
	Resumption of deferred study			1	1	1	1
	Commenced study		1	1	1	1	1
	Study type		1	1	1	1	1
	Qualification		2	2	2	2	2
	Qualification (at last interview)			1	1	1	1
	Main area of study		1	2	2	2	2
	Institution		2	2	2	2	4
	Month started study		1	1	1	1	1
	Year started study		1	1	1	1	1
	Applied for university place		1	1	1	1	2
	Intend to apply for university place		1	1	1	1	1
	Intend to reapply for university place		1	2	2	2	2
	First preference: Offered place		1	1	1	1	1
	First preference: Institution		1	1	1	1	1
	First preference: Accepted place			1	1	1	1
	First preference: Reason did not take up place (taking break/holiday/travel)		1	1	1	1	1
	First preference: Reason did not take up place (required leaving home)		1	1	1	1	1
	First preference: Reason did not take up place (need Youth Allowance)		1	1	1	1	1
	First preference: Reason did not take up place (considering options)		1	1	1	1	1
	First preference: Reason did not take up place (course costs)		1	1	1	1	1
	First preference: Reason did not take up place (financial)		1	1	1	1	1
	First preference: Reason did not take up place (prefer to work)		1	1	1	1	1
	First preference: Reason did not take up place (prefer to study at TAFE)		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	First preference: Reason did not take up place (other)		1	1	1	1	1
	First preference: Reason did not take up place (main reason)		1	1	1	1	1
	University: Offered place		1	1	1	1	1
	University: Institution		1	1	1	1	1
	University: Accepted place		1	1	1	1	1
	University: Reason did not take up place (taking break/holiday/travel)		1	1	1	1	1
	University: Reason did not take up place (required leaving home)		1	1	1	1	1
	University: Reason did not take up place (need Youth Allowance)		1	1	1	1	1
	University: Reason did not take up place (considering options)		1	1	1	1	1
	University: Reason did not take up place (course costs)		1	1	1	1	1
	University: Reason did not take up place (financial)		1	1	1	1	1
	University: Reason did not take up place (prefer to work)		1	1	1	1	1
	University: Reason did not take up place (prefer to study at TAFE)		1	1	1	1	1
	University: Reason did not take up place (other)		1	1	1	1	1
	University: Reason did not take up place (main reason)		1	1	1	1	1
	Study status in bachelor degree or higher (derived variable)	1	1	1	1	1	1
	Study status in VET (derived variable)	1	1	1	1	1	1
	In full-time employment or full-time education (derived variable)	1	1	1	1	1	1
Current study	Study type		1	1	1	1	1
	Qualification		1	1	1	1	1
	Main area of study		1	1	1	1	1
	Institution		3	5	5	5	10
	Full-time or part-time study		3	4	4	4	4
	Month started study		1	2	2	2	2
	Year started study		1	2	2	2	2

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Month expect to complete study		1	1	1	1	1
	Year expect to complete study		1	1	1	1	1
	Current qualification level (derived variable)	1	1	1	1	1	1
	Full-time or part-time study status (derived variable)	1	1	1	1	1	1
Past study	Study completed/withdrawn/deferred/changed		2	2	2	2	2
	Main area of study		1	1	3	3	3
	Institution		2	2	2	2	4
	Full-time or part-time study		3	3	3	3	3
	First preference		1	1	1	1	1
	Month stopped study		3	3	3	3	3
	Year stopped study		3	3	3	3	3
	Highest qualification level completed (derived variable)	1	1	1	1	1	1
Apprenticeships/ traineeships	Still studying		1	1	1	2	2
	Confirmation of apprenticeship/traineeship			1	1	1	1
	Qualification		1	1	1	1	1
	Main area of study		1	1	1	1	1
	Employer type		1	1	1	1	1
	Classes off-the-job training at TAFE		1	1	1	1	1
	Provider of off-the-job training		1	1	1	1	1
	Month started study		1	1	1	1	1
	Year started study		1	1	1	1	1
	Status in apprenticeship/traineeship (derived variable)	1	1	1	1	1	1
Current apprenticeships/ traineeships	Employer type		2	2	2	2	2
	Classes off-the-job training at TAFE		1	1	1	1	1
	Provider of off-the-job training		1	1	1	1	1
	Full-time or part-time study		2	2	2	2	2

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Month expect to complete study		1	1	1	1	1
	Year expect to complete study		1	1	1	1	1
Past apprenticeships/ traineeships	Study completed/withdrawn/time out/other		1	1	1	1	1
	Employer type		1	1	1	1	1
	Reason apprenticeship/traineeship ended		1	1	1	1	1
	Month stopped study		1	1	1	1	1
	Year stopped study		1	1	1	1	1
Deferred/ withdrew from study	Reason: Problems juggling study and work commitments		1	1	1	1	1
	Reason: Wanted job/apprenticeship/traineeship		1	1	1	1	1
	Reason: Financially difficult		1	1	1	1	1
	Reason: Lost interest		1	1	1	1	1
	Reason: Never wanted to study		1	1	1	1	1
	Reason: Course was not what you wanted		1	1	1	1	1
	Reason: Wouldn't have led to good job/career		1	1	1	1	1
	Reason: Poor results		1	1	1	1	1
	Reason: Study load		1	1	1	1	1
	Reason: Never intended to complete the course		1	1	1	1	1
	Reason: Access/transport		1	1	1	1	1
	Reason: Health/personal reasons		1	1	1	1	1
	Reason: Main reason		1	1	1	1	1
Changed institutions	Same institution		5	7	7	7	7
	Reason: Not first choice		5	7	7	7	7
	Reason: Better quality education		5	7	7	7	7
	Reason: Poor results		5	7	7	7	7
	Reason: Course was not what you wanted		5	7	7	7	7
	Reason: Course not available at first institution		5	7	7	7	7

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Reason: Access/transport		5	7	7	7	7
	Reason: Health/personal reasons		5	7	7	7	7
	Reason: Main reason		5	7	7	7	7
Changed course	Same course			2	2	2	2
	Reason: Course costs		1	2	2	2	2
	Reason: Pre-requisite		1	2	2	2	2
	Reason: Didn't like course		1	2	2	2	2
	Reason: Course was not what you wanted		1	2	2	2	2
	Reason: Better career prospects		1	2	2	2	2
	Reason: Poor results		1	2	2	2	2
	Reason: Study load		1	2	2	2	2
	Reason: Preferred to do second course		1	2	2	2	2
	Reason: Health/personal reasons		1	2	2	2	2
	Reason: Main reason		1	2	2	2	2
Changed/ left employer	Same employer		2	2	2	2	2
	Circumstances of changing employer		2	2	2	2	2
	Reason: Offered better job		2	2	2	2	2
	Reason: Boss/other people at work		2	2	2	2	2
	Reason: On-the-job training		2	2	2	2	2
	Reason: Travelling/transport		2	2	2	2	2
	Reason: Health/personal reasons		2	2	2	2	2
	Reason: Main reason		2	2	2	2	2
	Way in which next job was better			2	2	2	2
	Month changed employer		2	2	2	2	2
	Year changed employer		2	2	2	2	2
Changed/ stopped apprenticeship/ traineeship	Reason: Offered better job		1	1	1	1	1
	Reason: Pay		1	1	1	1	1
	Reason: Job prospects		1	1	1	1	1
	Reason: Type of work		1	1	1	1	1
	Reason: Boss/other people at work		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Reason: On-the-job training		1	1	1	1	1
	Reason: Off-the-job training		1	1	1	1	1
	Reason: Study/training too difficult		1	1	1	1	1
	Reason: Travelling/transport		1	1	1	1	1
	Reason: Health/personal reasons		1	1	1	1	1
	Reason: Main reason		1	1	1	1	1
Satisfaction with study	Problem-solving skills		1	1	1	1	1
	Analytic skills		1	1	1	1	1
	Ability to work as a team member		1	1	1	1	1
	Confidence in tackling unfamiliar problems		1	1	1	1	1
	Communication skills		1	1	1	1	1
	Work planning		1	1	1	1	1
	Overall satisfaction		1	1	1	1	1
	Improved career prospects		1	1	1	1	1
	Helped make contacts		1	1	1	1	1
	Impressions: Like being tertiary student		1	1	1	1	1
	Impressions: Student life suits you		1	1	1	1	1
	Impressions: Like campus atmosphere		1	1	1	1	1
	Impressions: Student life meets expectations		1	1	1	1	1
	Impressions: Made close friends		1	1	1	1	1
	Problems: Paying fees		1	1	1	1	1
	Problems: Juggling study and work commitments		1	1	1	1	1
	Problems: Course more difficult than expected		1	1	1	1	1
	Problems: Conflict between family and study		1	1	1	1	1
	Problems: Caring for children or other family members		1	1	1	1	1
	Problems: Balancing personal relationships		1	1	1	1	1
	Problems: Fitting in with other students and making friends		1	1	1	1	1
	Problems: Finding time for other commitments		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Problems: Other		1	1	1	1	1
	Problems: None		1	1	1	1	1
	Problems: Main problem		1	1	1	1	1
Careers advice	Careers guidance officer			1	1	1	1
	Questionnaire			1	1	1	1
	Job application assistance			1	1	1	1
	Information about further study			1	1	1	1
	Online tool				1	1	1
	Source: Educational institution			1	1	1	1
	Source: Government agency			1	1	1	1
	Source: Employer program			1	1	1	1
	Source: Private provider (you paid)			1	1	1	1
	Source: Internet			1	1	1	1
	Source: Family/friends			1	1		
	Source: Current employer			1			
	Source: Other			1	1	1	1
	Source: Unknown			1	1		
	Usefulness			1	1	1	1
	Reason for not accessing careers advice			1	1	1	2
Government payments and income	Sources of income: Youth Allowance/ABSTUDY		1	1	1	1	1
	Amount of Youth Allowance/ABSTUDY		1	1	1	1	1
	Youth Allowance/ABSTUDY (independent/dependent)				1	1	1
	Sources of income: Paid work		1	1	1	1	1
	Sources of income: Parents or family		1	1	1	1	1
	Sources of income: Scholarship or cadetship		1			1	1
	Sources of income: Scholarship			1	1		
	Sources of income: Cadetship			1	1		
	Sources of income: Other government allowance		1	1	1	1	1
	Sources of income: Other		1	1	1	1	1
	Sources of income: None		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Course fees: None		1	1	1	1	1
	Course fees: Respondent		1	1	1	1	1
	Course fees: Parents/family		1	1	1	1	1
	Course fees: Employer		1	1	1	1	1
	Course fees: Government		1	1	1	1	1
	Course fees: Other		1	1	1	1	1
	Commonwealth supported (HECS)		1	1	1	1	1
	Commonwealth supported (HECS)/full-fee paying		1	1	1	1	1
	Full-fee paying		1	1	1	1	
	Full-fee paying: FEE-HELP						1
	Full-fee paying: up-front						1
	Full-fee paying: payment scheme						1
	Full-fee paying: employer						1
	Full-fee paying: scholarship						1
Economic climate	Study undertaken				1	1	
	Subjects/courses				1	1	
	Study plans				1	1	
Work experience	Influence post-school plans					1	1
	Influence future plans					1	1

Topic map 6: Employment – Current

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Employment characteristics	Work in job/business/farm		1	1	1	1	1
	Still have job (reported at last interview)			1	1	1	1
	Away from job		1	1	1	1	1
	School holiday job		1	1	1	1	1
	More than one job		1	1	1	1	1
	Number of other jobs had		1	1	1	1	1
	Wages/salary/self-employed		1	1	1	1	1
	Kind of work (ANZSCO)	1	1	1	1	1	1
	Employer's main kind of business (ANZSIC)		1	1	1	1	1
	Change of work conditions: Pay			1	1	1	1
	Change of work conditions: Skills			1	1	1	1
	Change of work conditions: Responsibility			1	1	1	1
	Change of work conditions: Promotion			1	1	1	1
	Part-time/casual	1					
	Labour force status (derived variable)	1	1	1	1	1	1
	Permanent or casual employment (derived variable)	1	1	1	1	1	1
	Occupation (1 digit ANZSCO First Edition) (derived variable)	1	1	1	1	1	1
	Job mobility during last year (derived variable)	1	1	1	1	1	1
	Any spell of unemployment during the year (derived variable)	1	1	1	1	1	1
Time worked	Hours worked per week (present job)	1	1	1	1	1	1
	Hours worked per week (main job if more than one)		1	1	1	1	1
	Hours worked per week (all jobs if more than one)		1	1	1	1	1
	Hours worked per week (job reported at last interview)			1	1	1	1
	Hours worked per week (weekdays)	1					

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Hours worked per week (weekend)	1					
	Months worked		14				
	Months worked (full-time)			19	19	19	19
	Months worked (part-time)			19	19	19	19
	No full-time work since last interview			1	1	1	1
	No part-time work since last interview			1	1	1	1
	Full-time or part-time employment status (derived variable)	1	1	1	1	1	1
	Average weekly hours worked (derived variable)	1	1	1	1	1	1
Wages and benefits	Frequency of pay	1	1	1	1	1	1
	Gross pay		1	1	1	1	1
	Annual salary		1	1	1	1	1
	Hourly rate		1	1	1	1	1
	Average weekly earnings		1	1	1	1	1
	Take-home pay (dollars)	1					
	Take-home pay (cents)	1					
	Take-home pay		1	1	1	1	1
	Pay type				1		
	Annual/sick leave		1	1	1	1	1
	Average weekly pay (derived variable)	1	1	1	1	1	1
	Average hourly pay (derived variable)	1	1	1	1	1	1
Starting work	Month began job		1	1	1	1	1
	Year began job		1	1	1	1	1
	How found job		1	1	1	1	1
Looking for work	Prefer full-time or part-time work		1	1	1	1	1
	Looking for full-time work		1	1	1	1	1
	Looking for work		1	1	1	1	1
	Looking for work (additional or to change jobs)		1	1	1	1	1
Working in a job while at school	Kind of work want as career	1					
	Learnt about careers			1	1		

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Enjoy work	1					
	Family needs money	1					
	Independence	1					
	Help get job	1					
	Family business	1					
	Support myself	1					
	Spending money	1					
Working in a job post-school	Full-time job since leaving school		1	1	1	1	1
	Full-time job since leaving full-time study		1	1	1	1	1
	Time taken to find full-time job		1	1	1	1	1
	Still have job		1	1	1	1	1
Job training	Classroom-based training		1	1	1	1	1
	Hours of classroom-based training		1	1	1	1	1
	Training outside workplace		1	1	1	1	1
	Hours of training outside workplace		1	1	1	1	1
	On-the-job training		1	1	1	1	1
	Training helped get promotion or pay rise		1	1	1	1	1
	Training could help to get promotion or pay rise		1	1	1	1	1
	Training could help to get more responsibility		1	1	1	1	1
	Training could help to get a different type of job		1	1	1	1	1
	Use of training		1	1	1	1	1
	Suitable amount of training received		1	1	1	1	1
Job satisfaction	Like job as career		1	1	1	1	1
	Kind of work		1	1	1	1	1
	Utilise skills/experience				1	1	1
	Immediate boss/supervisor		1	1	1	1	1
	Other people		1	1	1	1	1
	Pay		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Opportunities for training		1	1	1	1	1
	Tasks assigned		1	1	1	1	1
	Recognition		1	1	1	1	1
	Opportunities for promotion		1	1	1	1	1
Economic climate	Hours worked				1	1	
	Type of work				1	1	
	Changing of jobs				1	1	
	Study undertaken				1	1	
	Study plans				1	1	
Perceptions about work	Teaches what work is really like					1	1
	Teaches about people					1	1
	Teaches about instructions					1	1
	Teaches about think for self					1	1
	Teaches about confidence					1	1
	Teaches about work conditions					1	1
	Teaches about career you would like					1	1
Aspirations	Wages					1	
	Frequency of pay					1	
	Would move to improve job opportunities					1	
	Main reason would not move for job opportunities					1	

Topic map 7: Employment – Job history and training

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Employment characteristics	Work in job/business/farm (at last interview)			1	1	1	1
	Re-definition of second job as main job			1	1	1	1
	Kind of work (ANZSCO)		1	1	1	1	1
	Kind of work: Other/second job (ANZSCO)		1	1	1	1	1
	Kind of work: Other/third job (ANZSCO)		1	1	1	1	1
	Employer's main kind of business (ANZSIC)		1	1	1	1	1
	Employer's main kind of business: Other/second job (ANZSIC)		1	1	1	1	1
	Employer's main kind of business: Other/third job (ANZSIC)		1	1	1	1	1
	Wages/salary/self-employed: Other/second job		1	1	1	1	1
	Wages/salary/self-employed: Other/third job		1	1	1	1	1
Time worked	Hours worked per week: Other/second job		1	1	1	1	1
	Hours worked per week: Other/third job		1	1	1	1	1
Wages and benefits	Pay type: Other/second job				1		
	Pay type: Other/third job				1		
	Gross weekly pay: Other/second job		1	1	1	1	1
	Gross weekly pay: Other/third job		1	1	1	1	1
	Average weekly earnings: Other/second job		1	1	1	1	1
	Average weekly earnings: Other/third job		1	1	1	1	1
	Hourly rate: Other/second job		1	1	1	1	1
	Hourly rate: Other/third job		1	1	1	1	1
	Annual salary: Other/second job		1	1	1	1	1
	Annual salary: Other/third job		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Job training	Classroom-based training		1	1	1	1	1
	Hours of classroom-based training		1	1	1	1	1
	Training outside workplace		1	1	1	1	1
	Hours of training outside workplace		1	1	1	1	1
	On-the-job training		1	1	1	1	1
	Training helped get promotion or pay rise		1	1	1	1	1
	Training could help to get more responsibility		1	1	1	1	1
	Training could help to get different type of job		1	1	1	1	1
	Suitable amount of training received		1	1	1	1	1
Leaving work	Main reason left job		1	3	3	3	3
	Month left job			2	2	2	2
	Year left job			2	2	2	2
	Way in which next job was better			1	1	1	1

Topic map 8: Employment – Seeking employment

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Looking for work	Looking for work (in the last 4 weeks)		1	1	1	1	1
	Looking for full-time or part-time work		1	1	1	1	1
	Prefer full-time work		1	1	1	1	1
	Available for work last week		1	1	1	1	1
Job search activity	Looked for work		1	1	1	1	1
	Number of weeks looking for work		1	1	1	1	
	Months looking for work		14	19	19	19	19
	Registered with Centrelink		1	1	1	1	1
	Checked Centrelink touch screens/computers		1	1	1	1	1
	Checked/registered with Job Network/Job Services member		1	1	1	1	1
	Checked/registered with any other employment agency		1	1	1	1	1
	Looked at advertisements in newspaper/on the internet		1	1	1	1	1
	Answered advertisements in newspapers/on the internet		1	1	1	1	1
	Contacted friends or relatives		1	1	1	1	1
	Written/phoned/approached an employer about a job		1	1	1	1	1
	Checked workplace noticeboards		1	1	1	1	1
	Asked school or another organisation for advice		1	1	1	1	1
	Posted resume on the internet/checked for replies		1				
	Advertised/tendered for work			1	1	1	1
	Any other job search activity		1	1	1	1	1
Problems looking for work	Health problems or some disability		1	1	1	1	1
	Employers think you are too young		1	1	1		
	Problems with childcare		1	1	1	1	1
	Don't have suitable transport		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Not enough of the right kind of education		1	1	1	1	1
	Don't have enough work experience		1	1	1	1	1
	Not enough jobs available		1	1	1	1	1
	Gender		1	1	1	1	1
	Racial/ethnic background		1	1	1	1	1
	Need better reading and writing skills		1	1	1	1	1
	Don't have good interview skills		1	1	1	1	1
	Lack of skills in writing job applications		1	1	1	1	1
	Lack confidence		1	1	1	1	1
	Not good with numbers		1	1	1	1	1
	Poor language or communication skills					1	1
	Age, gender or other discrimination					1	1
	Age discrimination					1	1
	Other discrimination					1	1
Economic climate	Job prospects				1	1	
	Study plans				1	1	
Aspirations	Wages					1	
	Frequency of pay					1	
	Would move to improve job opportunities					1	
	Main reason would not move for job opportunities					1	

Topic map 9: Employment – Not in the labour force

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Main Activity	Main Activity		1	1	1	1	1
Education	Likelihood of beginning full-time study		1	1	1	1	1
	Timeframe for beginning study		1	1	1	1	1
Employment	Likelihood of seeking employment		1	1	1	1	1
	Timeframe for seeking employment		1	1	1	1	1
Aspirations	Wages					1	
	Frequency of pay					1	
	Would move to improve job opportunities					1	
	Main reason would not move for job opportunities					1	

Topic map 10: Social – Health, living arrangements and finance

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Living arrangements	Type of accommodation				1	1	1
	Live with parents		1	1	1	1	1
	Number of (other) people in household		1	1	1	1	1
	Father/step-father		1	1	1	1	1
	Mother/step-mother		1	1	1	1	1
	Brother/step-brother		1	1	1	1	1
	Sister/step-sister		1	1	1	1	1
	Husband/wife/de facto		1	1	1	1	1
	Partner		1	1	1	1	1
	Boyfriend/girlfriend		1	1	1	1	1
	Own children		1	1	1	1	1
	Other relatives		1	1	1	1	1
	Non-relatives		1	1	1	1	1
	Father-in-law/partner's father				1	1	1
	Mother-in-law/partner's mother				1	1	1
	Husband/wife/partner currently working				1	1	1
	Husband/wife/partner other activity				1	1	1
	Husband/wife/partner works full-time or part-time				1	1	1
	Husband/wife/partner current occupation (ANZSCO)				1	1	1
	Living with parent(s) (derived variable)	1	1	1	1	1	1
	Living in own home (derived variable)	1	1	1	1	1	1
	Number of dependent children (derived variable)	1	1	1	1	1	1
Household possessions	Desk	1					
	Own room	1					
	Quiet study place	1					
	Computer	1					
	Software	1					
	Internet	1					
	Calculator	1					

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Literature	1					
	Poetry	1					
	Art	1					
	Textbooks	1					
	Dictionary	1					
	Dishwasher	1					
	DVD/VCR	1					
	Cable/pay TV	1					
	Digital camera	1					
	Plasma TV	1					
	Number of mobile phones	1					
	Number of TVs	1					
	Number of computers	1					
	Number of cars	1					
	Number of books	1					
Children	Number of children				1	1	1
	Age of child 1				1	1	1
	Age of child 2				1	1	1
	Age of child 3					1	1
	Age of child 4					1	1
	Age of child 5						1
	Child(ren) are step-child(ren)/fostered				1	1	1
Marriage	Marital status				1	1	1
	Marital status (at last interview)					1	1
	Month married				1	1	1
	Year married				1	1	1
	Lived together before marriage				1	1	1
	Month started to live together				1	1	1
	Year started to live together				1	1	1
	Marital status (derived variable)	1	1	1	1	1	1
Disability and health	General health			1	1	1	
	Disability/health problem limits amount or type of work			1			

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Disability/health problems (arms/legs/hands)			1			
	Disability/health problems (sight)			1			
	Disability/health problems (hearing)			1			
	Disability/health problems (skin/allergies)			1			
	Disability/health problems (breathing/asthma/bronchitis)			1			
	Disability/health problems (heart/blood pressure)			1			
	Disability/health problems (stomach/liver/kidney/digestive problems)			1			
	Disability/health problems (diabetes)			1			
	Disability/health problems (depression/bad nerves)			1			
	Disability/health problems (epilepsy)			1			
	Disability/health problems (dyslexia/other learning problems)			1			
	Disability/health problems (Chronic fatigue/post-viral syndromes)			1			
	Disability/health problems (other problems or disabilities)			1			
	You felt nervous					1	
	You felt hopeless					1	
	You felt restless or fidgety					1	
	You felt that everything was an effort					1	
	You felt so sad that nothing would cheer you up					1	
	You felt worthless					1	
Government payments	Youth Allowance/Newstart Allowance		1	1	1	1	1
	Parenting Payment		1	1	1	1	1
	Sickness Allowance		1	1	1	1	1
	Disability Support Pension		1	1	1	1	1
	Family Tax Benefit		1	1	1	1	1
	Other		1	1	1	1	1
	None of these		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Amount per fortnight received in government payments		1	1	1	1	1
	Amount per year received in government payments					1	1
Housing payments	Frequency of housing payments				1	1	1
	Amount of housing payments				1	1	1
Finance	Use of credit card					1	1
	Frequency of clearing debt on credit card(s)					1	1
	Shortage of money: Sold something because you needed money					1	1
	Shortage of money: Went without meals					1	1
	Shortage of money: Had to ask family or friends for money					1	1
	Shortage of money: Had to borrow money					1	1
	Shortage of money: Didn't get medicines or go to a doctor					1	1
	Shortage of money: Couldn't buy text books or other study materials					1	1
	Shortage of money: Couldn't buy other things you needed					1	1
	Shortage of money: Couldn't pay electricity, gas or telephone bills					1	1
	Shortage of money: Couldn't pay mortgage/rent on time					1	1
	Shortage of money: Couldn't afford to heat your home					1	1
	Able to save money					1	1
	Frequency of saving money					1	1
	Managing financially					1	1

Topic map 11: Social – General attitudes

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Leisure	Hours spent watching TV	1					
	Hours spent listening to music	1					
	Hours spent playing sport	1					
	Hours spent reading for pleasure	1					
	Hours spent doing unpaid/volunteer work	1					
	Go to the library		1	1	1		1
	Read books		1	1	1		1
	Read newspapers or magazines		1	1	1		1
	Use the internet		1	1	1		1
	Play computer/video games		1	1	1		1
	Play sport or do exercise		1	1	1		1
	Community activities		1	1	1		1
	Go to church/place of worship		1	1	1		1
	Volunteer		1	1			1
Interests	Learning new things						1
	Thinking about why the world is in its current state						1
	Finding out why things happened						1
	Finding out more about things you do not understand						1
	Finding out more about a new idea						1
	Finding out how things work						1
	Improving your skills after starting work						1
	Learning new skills after starting work						1
Life satisfaction	The work you do		1	1	1	1	1
	What you do in your spare time		1	1	1	1	1
	How you get on with people		1	1	1	1	1
	The money you get each week		1	1	1	1	1
	Your social life		1	1	1	1	1
	Your independence		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Your career prospects		1	1	1	1	1
	Your future		1	1	1	1	1
	Your life at home		1	1	1	1	1
	Your standard of living		1	1	1	1	1
	The way the country is run					1	1
	The state of the economy					1	1
	Where you live		1	1	1	1	1
	Your life as a whole		1	1	1	1	1
Job aspirations	Type of job expect at age 30 (ISCO)	1					
	Type of job expect at age 30 (verbatim)	1					
	Type of job expect at age 30: Science-related	1					
Aspirations	Influence of family		1				
	Influence of friends		1				
	Influence of teachers		1				
	Influence of media		1				
	Influence of career advisors		1				
	Influence of information from employers		1				
	Influence of jobs/work experience		1				
	Personal goal					1	1
Volunteer	Canvassing/campaigning/fundraising				1		
	Unpaid member of board or committee				1		
	Provide information				1		
	Help organise activities				1		
	Coaching/teaching				1		
	Collect, serve or deliver food				1		
	Provide health care/support/counselling				1		
	Other				1		
	Outcomes: Job-related skills				1		
	Outcomes: Helped get a job				1		

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Leisure	Hours spent watching TV	1					
	Hours spent listening to music	1					
	Hours spent playing sport	1					
	Hours spent reading for pleasure	1					
	Hours spent doing unpaid/volunteer work	1					
	Go to the library		1	1	1		1
	Read books		1	1	1		1
	Read newspapers or magazines		1	1	1		1
	Use the internet		1	1	1		1
	Play computer/video games		1	1	1		1
	Play sport or do exercise		1	1	1		1
	Community activities		1	1	1		1
	Go to church/place of worship		1	1	1		1
	Volunteer		1	1			1
Interests	Learning new things						1
	Thinking about why the world is in its current state						1
	Finding out why things happened						1
	Finding out more about things you do not understand						1
	Finding out more about a new idea						1
	Finding out how things work						1
	Improving your skills after starting work						1
	Learning new skills after starting work						1
Life satisfaction	The work you do		1	1	1	1	1
	What you do in your spare time		1	1	1	1	1
	How you get on with people		1	1	1	1	1
	The money you get each week		1	1	1	1	1
	Your social life		1	1	1	1	1
	Your independence		1	1	1	1	1
	Your career prospects		1	1	1	1	1
	Your future		1	1	1	1	1
	Your life at home		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Your standard of living		1	1	1	1	1
	The way the country is run					1	1
	The state of the economy					1	1
	Where you live		1	1	1	1	1
	Your life as a whole		1	1	1	1	1
Job aspirations	Type of job expect at age 30 (ISCO)	1					
	Type of job expect at age 30 (verbatim)	1					
	Type of job expect at age 30: Science-related	1					
Aspirations	Influence of family		1				
	Influence of friends		1				
	Influence of teachers		1				
	Influence of media		1				
	Influence of career advisors		1				
	Influence of information from employers		1				
	Influence of jobs/work experience		1				
	Personal goal					1	1
Volunteer	Canvassing/campaigning/fundraising				1		
	Unpaid member of board or committee				1		
	Provide information				1		
	Help organise activities				1		
	Coaching/teaching				1		
	Collect, serve or deliver food				1		
	Provide health care/support/counselling				1		
	Other				1		
	Outcomes: Job-related skills				1		
	Outcomes: Helped get a job				1		

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
Leisure	Hours spent watching TV	1					
	Hours spent listening to music	1					
	Hours spent playing sport	1					
	Hours spent reading for pleasure	1					
	Hours spent doing unpaid/volunteer work	1					
	Go to the library		1	1	1		1
	Read books		1	1	1		1
	Read newspapers or magazines		1	1	1		1
	Use the internet		1	1	1		1
	Play computer/video games		1	1	1		1
	Play sport or do exercise		1	1	1		1
	Community activities		1	1	1		1
	Go to church/place of worship		1	1	1		1
	Volunteer		1	1			1
Interests	Learning new things						1
	Thinking about why the world is in its current state						1
	Finding out why things happened						1
	Finding out more about things you do not understand						1
	Finding out more about a new idea						1
	Finding out how things work						1
	Improving your skills after starting work						1
	Learning new skills after starting work						1
Life satisfaction	The work you do		1	1	1	1	1
	What you do in your spare time		1	1	1	1	1
	How you get on with people		1	1	1	1	1
	The money you get each week		1	1	1	1	1
	Your social life		1	1	1	1	1
	Your independence		1	1	1	1	1
	Your career prospects		1	1	1	1	1
	Your future		1	1	1	1	1
	Your life at home		1	1	1	1	1

		Wave/Year					
Minor topic area	**Data element**	**1/2006**	**2/2007**	**3/2008**	**4/2009**	**5/2010**	**6/2011**
	Your standard of living		1	1	1	1	1
	The way the country is run					1	1
	The state of the economy					1	1
	Where you live		1	1	1	1	1
	Your life as a whole		1	1	1	1	1
Job aspirations	Type of job expect at age 30 (ISCO)	1					
	Type of job expect at age 30 (verbatim)	1					
	Type of job expect at age 30: Science-related	1					
Aspirations	Influence of family		1				
	Influence of friends		1				
	Influence of teachers		1				
	Influence of media		1				
	Influence of career advisors		1				
	Influence of information from employers		1				
	Influence of jobs/work experience		1				
	Personal goal					1	1
Volunteer	Canvassing/campaigning/fundraising				1		
	Unpaid member of board or committee				1		
	Provide information				1		
	Help organise activities				1		
	Coaching/teaching				1		
	Collect, serve or deliver food				1		
	Provide health care/support/counselling				1		
	Other				1		
	Outcomes: Job-related skills				1		
	Outcomes: Helped get a job				1		

Appendix A: Updates to the Y06 data file

The following table tracks updates made to the Y06 data file deposited with the Australian Data Archive. Users are encouraged to download the most recent version of the data to ensure all updates are included.

Note that the version numbering convention adopted by the Australian Data Archive and reflected in the table below has been in place from the time the 2008 datasets were deposited.

Table 13 Summary of changes made to the Y06 data file

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
Waves 1 to 6 (2006 to 2011)	Version 5	March 2013			Wave 6 (2011) variables added to data file.	
					School postcode (from wave 1) variable added to data file.	
					Corrections and modifications to some derived variables	
			Current qualification level	XCEL2007 to XCEL2008	Respondents who were undertaking an apprentice/traineeship and whose qualification type was a short course or recreational course, single module/subject only, unknown, or some other qualification than those listed, were previously derived as not studying for a qualification. The derivation has been modified so that these respondents are now derived as undertaking a certificate at an unknown qualification level.	
				XCEL2007		3
				XCEL2008		5
				XCEL2009	Changes to 'Current qualification level' due to correction made to 'Current qualification level' in previous year.	55
					Respondents who were undertaking an apprentice/traineeship and whose qualification type was a short course or recreational course, single module/subject only, unknown, or some other qualification than those listed, were previously derived as not studying for a qualification. The derivation has been modified so that these respondents are now derived as undertaking a certificate at an unknown qualification level.	
					Some respondents who had changed course and were undertaking a bachelor degree or higher level qualification were incorrectly derived as studying for a graduate diploma or graduate certificate. These records are now derived as currently studying for a bachelor degree or higher level qualification.	

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
				XCEL2010	Changes to 'Current qualification level ' due to correction made to 'Current qualification level' in previous year.	56
					Respondents who were undertaking an apprentice/traineeship and whose qualification type was a short course or recreational course, single module/subject only, unknown, or some other qualification than those listed, were previously derived as not studying for a qualification. The derivation has been modified so that these respondents are now derived as undertaking a certificate at an unknown qualification level.	
			Highest qualification level completed	XHEL2008 to XHEL2010	Change to 'Highest qualification level completed' due to correction made to 'Current qualification level' in previous year.	
				XHEL2008		1
				XHEL2009		1
				XHEL2010		1
			Full-time or part-time study status	XFTS2007 to XFTS2010	Changes to 'Full-time or part-time study status' due to correction made to 'Current qualification level'.	
				XFTS2007		3
				XFTS2008		5
				XFTS2009		12
				XFTS2010		15
			Study status in bachelor degree or higher	XBAC2008	One respondent who had indicated in a previous interview that they had commenced study in a bachelor degree or higher level qualification but did not confirm that course of study in the current interview was derived as having commenced but not completed study in a bachelor degree or higher level qualification. This derivation has been modified so that this respondent is now derived as having never commenced a bachelor degree or higher level qualification.	1
				XBAC2009	Change to 'Study status in bachelor degree or higher' due to correction made to 'Study status in bachelor degree or higher' from previous year.	1
				XBAC2010	Some respondents who had indicated in a previous interview that they had commenced study in a bachelor degree or higher level qualification but did not confirm that course of study in the current interview were derived as having commenced but not completed study in a bachelor degree or higher level qualification. This derivation has been modified and is now derived as having never commenced a bachelor degree or higher level qualification.	3

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
					One respondent who previously commenced and did not complete study in a bachelor degree or higher level qualification and had missed their last interview was incorrectly derived as having never commenced study in a bachelor degree or higher level qualification. This derivation has been corrected so that this respondent is now derived as having commenced but not completed a bachelor degree or higher level qualification.	
			Study status in VET	XVET2007	Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.	2
				XVET2008	Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.	11
					Changes to 'Study status in VET' due to corrections made to 'Study status in VET' in previous year.	
					One respondent who had indicated in a previous interview that they had commenced VET study/training but did not confirm that course of study/training in the current interview was derived as having commenced but not completed study in VET. This derivation has been modified and this respondent is now derived as having never commenced VET study.	
					Some respondents who had returned to school and had indicated in a previous interview that they had commenced VET study/training were not able to provide the outcome for that VET study but were recorded as having commenced but not completed that VET study/training. This derivation has been modified and these respondents are now derived as having never commenced VET study.	
				XVET2009	Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.	20
					Changes to 'Study status in VET' due to corrections made to 'Study status in VET' in previous year.	
					Some respondents who had indicated in a previous interview that they had commenced VET study/training but did not confirm that course of study/training in the current interview were derived as having commenced but not completed study in VET. This derivation has been modified and these respondents are now derived as having never commenced VET study.	
				XVET2010	Changes to 'Study status in VET' due to corrections made to 'Current qualification level'.	39
					Changes to 'Study status in VET' due to corrections made to 'Study status in VET' in previous year.	
					One respondent who had indicated in a previous interview that they had commenced VET study/training but did not confirm that course of study/training in the current interview was derived as having commenced but not completed study in VET. This derivation has been modified and this respondent is now derived as having never commenced VET study.	

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
					Some respondents who had commenced VET study/training in a previous interview but had missed their last interview were incorrectly derived as having never commenced VET study. This derivation has been corrected and these respondents are now derived as having completed VET study or commenced but did not complete VET study.	
					One respondent whose highest education level was a bachelor degree or higher level qualification and had also completed VET study/training was incorrectly derived as having never commenced VET study. This derivation has been corrected and this respondent is now derived as having completed VET study.	
			Status in apprenticeship/traineeship	XATR2010	A variable was previously missing from the derivation and some respondents who were undertaking, had completed, or had commenced and not completed an apprentice/traineeship were incorrectly derived as having never commenced an apprentice/traineeship. This derivation has been corrected and these respondents are now derived as either undertaking, completed, or commenced and not completed an apprentice/traineeship.	705
			Job mobility during last year	XMOB2010	Incorrect variables were used in the derivation (variables from the previous survey wave were used rather than the current survey wave). This has been corrected and respondents' job mobility is now correctly derived.	2357
			Average hourly pay	XHRP2010	Respondents who provided their annual pay and whose hours worked were known were incorrectly derived as having an unknown hourly pay. This derivation has been corrected and the hourly pay for these respondents is now correctly derived.	70
			In full-time employment or full-time education	XFTE2007 and XFTE2009	Change to 'In full-time employment or full-time education' due to correction made to 'Full-time or part-time study status'.	
				XFTE2007		1
				XFTE2009		1
Waves 1 to 5 (2006 to 2010)	Version 4	December 2011			Wave 8 (2010) variables added to dataset	
					Variables renamed to maintain consistency with standard variable naming convention	
			Number of VET subjects	A24SUM	A24SUM renamed to LBA024SU	
			School state	LCB015	LCB015 renamed to LCB015A	
			Awarded certificate	SCHLSTAT	SCHLSTAT renamed to LCB015	
			Result	B19SCORE	B19SCORE renamed to LCB019S	
					Minor corrections made to some derived variables	
			Current qualification level	XCEL2008	Some respondents who were continuing their apprenticeship/traineeship from the previous year were incorrectly assigned as not doing a qualification rather than currently undertaking a certificate.	207

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
				XCEL2009		362
			Highest qualification level	XHEL2009	Changes to 'Highest qualification level' due to correction made to 'Current qualification level' in previous year.	13
			Study status in VET	XVET2008	Changes to 'Study status in VET' due to correction made to 'Current qualification level'.	204
				XVET2009	Changes to 'Study status in VET' due to correction made to 'Current qualification level' and 'Highest qualification level'.	363
			Full-time or part-time study status	XFTS2008	Changes to 'Full-time or part-time study status' due to correction made to 'Current qualification level'.	207
				XFTS2009		362
			Completed Year 12 or certificate II or higher	X1222009	Changes to 'Completed Year 12 or certificate II or higher' due to correction made to 'Highest qualification level'.	10
			Completed Year 12 or certificate III or higher	X12232009	Changes to 'Completed Year 12 or certificate II or higher' due to correction made to 'Highest qualification level'.	8
			Average hourly pay	XHRP2009	Correction due to typographical error in calculation.	37
			In full-time employment or full-time education	XFTE2008	Changes to 'In full-time employment or full-time education' due to correction made to 'Current qualification level'.	11
				XFTE2009		9
					Minor modifications made to some derived variables	
					Added 'not applicable' category for those who are not employed or not in the labour force	
			Average weekly pay	XWKP2006		8727
				XWKP2007		3759
				XWKP2008		2839
			Average hourly pay	XHRP2006		8727
				XHRP2007		3759
				XHRP2008		2839
			Average weekly hours worked	XHRS2006		8727
				XHRS2007		3759
				XHRS2008		2839
				XHRS2009		8727
Waves 1 to 4 (2006 to 2009)	Version 3.1	28 March 2011			*Minor changes made to derived variable labels and formats*	

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
			Current school level	XCSL		
			Highest school level completed	XHSL		
			Current qualification level	XCEL		
			Highest qualification level completed	XHEL		
			Full-time or part-time study status	XFTS		
			Study status in bachelor degree or higher	XBAC		
			Study status in VET	XVET		
			Completed Year 12 or certificate II or above	X122		
			Completed Year 12 or certificate III or above	X123		
			Labour force status	XLFS		
			Full-time or part-time employment status	XFTP		
			Permanent or casual employment	XEMP		
			Status in apprentice/traineeship	XATR		
			Job mobility during last year	XMOB		
			Average weekly pay	XWKP		
			Average hourly pay	XHRP		
			Average weekly hours worked	XHRS		
			Occupation (1 digit ANZSCO first edition)	XOCC		
			In full-time employment or dull-time education	XFTE		

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
			Any spell of unemployment during the year	XUNE		
			Marital status	XMAR		
			Living with parent(s)	XATH		
			Living in own home	XOWN		
			Number of dependent children	XCHI		
					Minor modifications made to some derived variables	
			Highest school level completed	XHSL2009		3
			Study status in VET	XVET2009		25
			Completed Year 12 or certificate II or above	X1222009		1
			Completed Year 12 or certificate III or above	X1232009		1
			Permanent or casual employment	XEMP2006		1203
			Average weekly pay	XWKP2006		338
				XWKP2007		593
				XWKP2008		562
				XWKP2009		3052
			Average hourly pay	XHRP2009		2400
Waves 1 to 4 (2006 to 2009)	Version 3	10 September 2010			*PISA variables added*	
				SCHOOLID		All
				STIDSTD		All
				STUDENTID		All
				SRC_M		All
				SRC_F		All
				SRC_E		All
				SRC_S		All
				COBN_M		All

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
				COBN_F		All
				COBN_S		All
				LANGN		All
				CNTFAC_N		All
				CNTFAC_E		All
				CNTFAC	PISA variable removed (replaced with CNTFAC_E)	All
					PISA weights added to dataset	
				WT*YY*GEN_P		All
				ACH*YY*WT_P		All
				WTYYYY_P		All
					Minor amendments made to methodology used to calculate 2007 and 2008 weights	
				WT07GEN		9353
				ACH07WT		9353
				WT2007		9353
				WT08GEN		8380
				ACH08WT		8380
				WT2008		8380
					Minor amendments made to calculation of some derived variables	
				XCEL2007		5
				XCEL2008		29
				XHEL2008		4
				XFTS2008		10
				XBAC2007		5
				XBAC2008		23
				XVET2007		7
				XVET2008		229
				XEMP2007		312
				XEMP2008		163
					Corrected 'Don't know' formats for postcode variables	

Wave/year	Version	Date published	Variable	Variable name	Description	Number of observations affected
				PC2007		165
				PC2008		2
Waves 1 to 3 (2006 to 2008)	Version 2				Derived variables added to dataset – see section on 'Derived variables'	
					2007 and 2008 weights added to dataset	
				WT07GEN		9353
				ACH07WT		9353
				WT2007		9353
				WT08GEN		8380
				ACH08WT		8380
				WT2008		8380
				LBH003B	Variable LBH003B corrected as was duplicate of LBH003C	3093
2/2007	Version 1				New data file containing data from waves 1 (2006) and 2 (2007)	All

Australian Government

Department of Education, Employment and Workplace Relations

National Centre for Vocational Education Research Ltd
Level 11, 33 King William Street, Adelaide, South Australia
PO Box 8288, Station Arcade, SA 5000 Australia
Telephone +61 8 8230 8400 Facsimile +61 8 8212 3436
Website www.ncver.edu.au Email ncver@ncver.edu.au